DOCUMENT RESUME

ED 159 363 08 CE 017 064

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TITLE Leisure Service Career Programs Model. Final Report.

INSTITUTION Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.
BUREAU NO 19-008-151-227-D
PUB DATE Aug 77
NOTE 88p.; Not available in hard copy due to reproducibility problems

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Career Ladders; Core Curriculum; Curriculum Development; Educational Objectives; Employment Opportunities; Employment Potential; Human Services; Job Skills; Labor Market; *Leisure Time; Manpower Utilization; Models; Occupational Information; Performance Based Education; Postsecondary Education; *Recreation; Recreational Activities; *Service Education; *Service Occupations; Tourism
IDENTIFIERS *Leisure Services

ABSTRACT

This report identifies leisure career occupations, determines the occupational outlook, and develops primary core competencies as well as specialized, optional competencies for entry level employment. The main method of inquiry is described as a needs assessment based on an audit at Moraine Valley Community College, two previous studies by the author, and the input of an advisory committee. Four occupational groups are identified from an analysis of the primary functions of the leisure career field: recreation services, recreation resources, commercial tourism, and therapeutic services. For each, job descriptions and career ladders are provided. Since the leisure field serves a $150 billion industry whose earnings and employment opportunities are expected to triple in the next few years, its occupational outlook is described as excellent, particularly in the area of tourism (on which little information has previously been available). A leisure service core curriculum, as well as a general education curriculum, is included for a two-year postsecondary program, and general competencies for the core curriculum are recognized, following a career program model. A model course outline is also given for a course entitled "Introduction to Leisure Service Courses," delineating competencies and performance objectives for technical, problem solving, human relations, and life skills. (ELG)

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Final Report

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Center for Vocational, Technical and Adult Education
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Menomonie, Wisconsin

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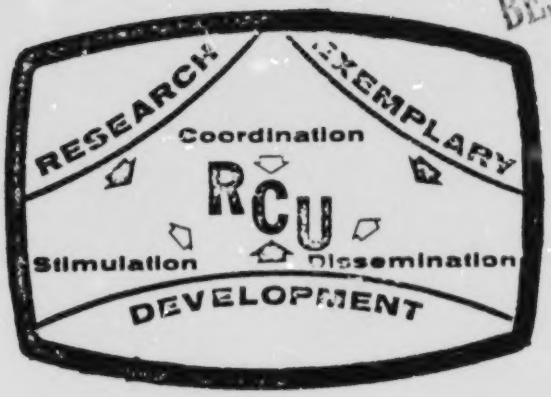

Research Coordinating Unit (RCU)

Leisure Service Career Programs Model

August, 1977

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Final Report
Project No. 19-008-151-227

Leisure Service Career Programs Model

by

Marilyn Twining

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Menomonie, Wisconsin

August, 1977

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

Table of Contents

	Page
Acknowledgments	ii
Introduction	iii
Chapter I: Problem and Objectives	I-1
Summary	I-1
Problem	I-1
Objectives	I-2
Rationale	I-2
Role and Direction of Leisure Education in the 1970's and 80's	I-3
Charting the New Leisure	I-4
Chapter II: Methods and Procedures	II-1
Approach	II-1
Methods Used in the Study	II-2
Summary of Steps	II-2
Chapter III	III-1
Results	III-1
Leisure Service Careers (Typical Job Titles)	III-3
Leisure Service Careers (Typical Job Descriptions)	III-4
Leisure Career Ladder	III-5
Leisure Occupational Outlook	III-8
Total Picture	III-9
Components of Tourism	III-11
Components of Tourism Included in Leisure Service Career Option	III-12
National Tourist Recreation Occupational Outlook	III-15
Regional Tourist Recreation Occupational Outlook	III-17
Leisure Service Curriculum	III-18
Competencies	III-19
Leisure Service Core Competency Model	III-21
Leisure Service Career Programs (Flow Chart)	III-23
Leisure Service Career Programs Model	III-24
Recommended Courses	III-25
Module Course Outline	III-28
Summary	III-38
Footnotes	
Appendices	

ACKNOWLEDGMENTS

The writer wishes to acknowledge those individuals and groups who helped in the development and conduct of this study.

- Recognition for foresight, inspiration and continual support and assistance is given to the Wisconsin Board of Vocational, Technical and Adult Education; Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, Menomonie, Wisconsin; Moraine Valley Community College, Palos Hills, Illinois.
- The advisory and field committees for providing input for the model. (See Appendix for committee rosters.)
- The consultants who participated in a critical review, rendering expertise for improvement and revision. (See Appendix for roster.)
- Technical assistance through the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, Menomonie, Wisconsin.
- Special assistance from: Dr. Harold Halfin, Director of the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout; Jafara Jafari, Tourism, University of Wisconsin-Stout.

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The research reported herein represents a significant investment of the researcher's funds and time prior to this research grant. Thus, the following restriction is listed.

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Introduction

Attitudes are changing. Leisure is being accepted as a meaningful, necessary part of life. Americans are gradually shifting from Puritan standards of self denial to more self indulgence. As a motivating force in American society, the leisure movement can help channel individual incentives toward a more constructive, wholesome, and meaningful life for everyone. This will require manpower trained in leadership, technical aspects, commerical tourist and therapeutic aspects of leisure.

The research Leisure Service Careers was developed from a need. A need to develop a competency-based Leisure Service Career Programs Model, which can be implemented in a two-year educational institution.

This report identifies leisure career occupations, determines the occupational outlook and develops primary core competencies as well as optional competencies for specialized entry level employment in the areas of: recreational leadership, therapeutic leadership, resource operation and commercial tourist services.

Chapter I

Problem and Objectives

Summary

The problem was to design a competency-based Leisure Service Career Program Model which could be offered by two year post-secondary educational institutions.

Prior to this project, the researcher had conducted a series of advisory committee meetings. Committee members had a variety of experiences in the tourism industry and educational programs related to this industry. These committee members helped to identify the critical tasks for jobs in the tourism industry. They also evaluated the model developed.

The end product of this research was a Leisure Service Career Program Model.

Problem

The purpose of this field project was to develop a competency-based Leisure Service Career Programs Model, which can be implemented in a two-year educational institution.

The leisure field has expanded, providing a manpower need for entry level employment in the areas of: Recreational Leadership, Therapeutic Leadership, Resource Operation and Commercial-Tourist Services. Two-year educational institutions have not yet provided enough programs to meet this manpower need.

Objectives

1. Identify the Leisure Career occupations.
2. Determine the qualifications and preparation for Leisure Careers.
3. Determine the occupational outlook for Leisure Careers.
4. Develop primary core competencies needed by all Leisure Careers.
5. Develop optional competencies needed for specialized Leisure Careers.

Rationale

During the last decade, America has witnessed a rapid increase in the pursuit of leisure, that is periods of time at the complete disposal of the individual. The following major socio-economic factors have contributed to the leisure explosion: population growth, increased leisure time, urban concentrations, more discretionary income, greater mobility, better education, and improved health.

As a motivating force in American society, the leisure movement can help channel individual incentives toward a more constructive, wholesome and fulfilled life. This will require technical entry level employers who will need to be more concerned with the individual human, and recognize the wide diversity of human values, interests, and needs. What is an entry level employee?

An advisory committee, past students, researchers as well as those in various aspects of leisure assisted the writer in identifying the need for competencies and tasks which an entry level employee is expected to be able to perform. It was determined that two-year institutions, often referred to as Community Colleges, Junior Colleges, Technical or Vocational Schools, could develop the following competencies. Technical Skill Competencies:

ability to perform activities that constitute logical and necessary steps in the performance of work by the worker. Problem Solving Competencies: ability to recognize problems, assume responsibility, gather data, identify and analyze courses of action and implement decisions. Human Relations Competencies: ability to cooperate with other persons; and Life Skills Competencies: ability to develop knowledge and attitudes which will enhance professional growth.

Role and Direction of Leisure Education in the 1970's and 1980's

The Carnegie Commission on Higher Education identified two major proposals in 1976:

1. The length of time spent in undergraduate college can be reduced by one fourth without sacrificing the educational quality.
2. More options need to be offered in lieu of formal education.

According to Reid (1970), commercial recreation and tourism will receive increased attention in the years ahead, and entirely new options will come into being. Two-year institutions will compete vigorously and successfully to train a two-year graduate who will be immanently employable as an entry level professional.

The United States Department of Labor and the United States Office of Education are funding job analysis research projects to determine specific functions with priority given to technical recreation jobs, and to redevelop more feasible educational requirements. Funds and technical assistance are helping to develop more short courses for recreation workers. To date, the following have been funded: guides for the zoo keeper, roving leader training, revenue management training and leisure counseling training.

About 183 institutions are offering some form of leisure career training. California offers the greatest number of programs, followed by New York, Washington, Illinois, Michigan and Massachusetts. Many of the schools today are offering specialized options such as: Parks and Recreation, Park Management, Therapeutic Recreation, Outdoor Recreation, College Union Management, School Recreation Rehabilitative Recreation, Recreation Resource Management, Voluntary and Youth Service, Commercial Tourism, Industrial and Corrections.

Charting the New Leisure

The changing attitude toward work and leisure has been identified as one of the most significant forces in the seventies.

According to Sebastian de Grazia, "Free time cannot be identified directly with leisure, since leisure implies such things as a state of being, a mental attitude involving contemplation and serenity."[1]

According to Brightbill, there are two types of leisure: true leisure and enforced leisure. "True leisure is the kind of leisure which is not imposed upon the individual. Enforced leisure, however, is not the leisure which people seek or want. It is the time one has on his hands when he is unemployed, ill, or made to retire from his work when he wants to continue."[2]

The major problem for society will be the task of creating a civilization that does not degenerate under leisure. We have already learned that leisure can be an asset or a liability. Leisure that cannot be used constructively can be just as dangerous as no leisure at all.

Only a few years ago leisure, except for members of the relatively tiny leisure class, was regarded as a restoration for work. But for increasing numbers of Americans, the days when father slaved six days a week and fell

asleep Sundays with the paper are gone. Leisure today is a movement from one kind of work into another: from imposed work to a pleasant self-imposed work. The essential quality of the new leisure is that for the first time since Luther and Calvin we have discarded the sense of guilt about what used to be called "wasting time." Indeed, the entire concept of leisure has changed from one which saw it as a time-wasting but necessary safety valve for the pent-up, the fatigued, and the tense; to a leisure which expands the mind and makes possible a sense of personal freedom and actualization.

Much of our leisure is passive. We take it sitting down, fed to us by hard-working professionals. But freedom of the new leisure is for those who want it and know how to explore and exploit it. It is true that the motorized second home has done much to restore the idea of the frontier, even if it is a hard-edge version of the covered wagon and the diet one of hero sandwiches instead of wild game. But freedom to go and come, or to go and stay is by no means the only blessing of the new leisure. The freedom to explore is basic to it; and what, and how we explore. We explore cliffs, we hang-glide, we make ballet-like patterns, free-floating bodies in the sky, waiting until the last moment to open our parachutes. In droves we explore museums, and collect everything from Shaker furniture to fire engines to wine. We read, and exploit billions of frames of film. We take to the backs of horses, we climb rock faces. But our exploration is more of ourselves than of the mountains that challenge us.

What is the current leisure status? A recent survey indicates 40% of men of all ages would like to work a 40-hour, 4-day week. The author believes that the 35-hour work week will be here in the not-too distant future!

Already there has been a tremendous effect on the recreation and leisure services market. Leisure expenditures recently estimated at over 140 billion dollars are expected to go beyond the 200 billion dollar figure by 1980. While the overall trend in shifting population has been to warmer and sunnier areas of the country, there is a continuing influx of racial minorities to central-city ghettos. However, within the next decade, it is expected that an increase in transportation services will allow for their travel to a variety of recreation sites, and meeting the needs of an increasingly urbanized society will continue to receive major emphasis.

Highways, however, contribute to a transportation network of increasing mobility. The car will still be the chief means of travel for the individual and family, though air travel will increase greatly by the end of the century. Bike rides, pack trips, picnicing and hosteling will become common leisure activities and will fulfill further our desire for mobility and travel.

Other trends in leisure activities can be seen. Local, county, and state agencies are unifying their efforts in parks-to-people concepts providing recreational areas to large cities. Schools are emphasizing education for leisure, and have lent their facilities for recreational purposes. On the playground level, mobile units will continue to serve the needs of congested and remote areas. Increasing numbers of private firms are being hired by local and county government agencies and commercial and resort companies to provide recreational services.

There are greater opportunities for family recreation, and there is increased participation in leisure activities by women and girls.

As Maslow has said, we need these activities for adventure, for discovery, for challenge, for a change from routine. Our leisure activities should be able to give half in the balance of self-actualization and our work the other half. Leisure should be relaxing and a form of escape if we want it to be. Through the mental activity of leisure we can perceive alternatives to daily tensions and problems, seeing ourselves shaping a life that is creative and expressive, meeting both physical and mental needs. Perceiving options, we can make both work and leisure time more productive and valuable. Removing stress through leisure activities we can release and develop potential, returning to our communities more complete persons.

Chapter II

Methods and Procedures

Approach

A need assessment was determined through an audit conducted in 1976 by Moraine Valley Community College, Palo Hills, Illinois, and two studies conducted by Professor of Leisure Careers at Moraine Valley Community College, Marilyn Twining. An advisory committee comprised of persons in the leisure field assisted in identifying the need for leisure related jobs and the competencies required.

The information from the audit, studies, field committee, advisory committees and consultants was used to develop a draft of the core and optional competencies needed by persons in various leisure occupations.

Later, employees in selected leisure occupations completed a task analysis which ranked competency tasks as essential, very important, moderately important, slightly important or unimportant. From this information the Leisure Service Careers Model was developed.

After the curriculum model was developed, a task analysis of the various leisure careers was completed to determine the competencies required. The task analysis data was then used in developing performance objectives for the Leisure Service Core, and optional specialized areas.

The final project year 1976-77 was devoted to a pilot test of the Leisure Service Careers. Fifty separate individuals were enrolled in the pilot test. From the pilot, revisions were completed in April, 1977 and the final Leisure Service Career Programs Model was written.

Methods Used in the Study

In 1975-76, Moraine Valley Community College completed an audit, which indicated a need for expanded opportunities in the leisure field for entry level employees. From this information the writer completed two Research projects, (Leisure Occupations - Manpower Study and Tourism, A Leisure Career, 1976) which gave further evidence of this need.

An advisory committee was identified. Members were selected to represent: public, private and semi-private agencies, special population, commercial and tourist agencies and educational institutions. With the assistance of field experts and consultants from various disciplines, the advisory committee reacted and provided input for the leisure model.

Summary of Steps

Step I - Hundreds of common competencies were submitted by the consultants, field experts and advisory committee. Competencies were refined by the writer.

Step II - Refined competencies were submitted to the field experts, and advisory committee. Competencies, common to all Leisure Careers were determined by using the purposed model approach.

Step III - Course titles were determined by grouping like competencies.

Step IV - The advisory group assisted in the final grouping of like competencies into courses.

Step V - Field experts were consulted as to the Tasks, Performance Objectives and Evaluation methods.

Step VI - With the assistance of the advisory committee and pilot group, Tasks, Performance Objectives and an Evaluation System were refined and developed into the Leisure Service Career Programs Model.

Chapter III

Results

As initially conceived, the field of Recreation, Hospitality and Tourism was identified as one of the 15 major career families. Later the Recreation, Hospitality and Tourism field was defined more broadly by the project staff. Four occupational groups - recreation services, recreation resources, tourism and commercial recreation subsequently were designated as the Leisure Career Family. Occupations that comprise these four groups are referred to as Leisure Occupations.[3]

The leisure career field encompasses those occupations pursued by persons engaged in performing the functions required to meet the needs of persons engaged in leisure-time pursuits.[3]

An analysis of the primary functions of the leisure career field led to the identification of four occupational groups: Recreation Services, Recreation Resources, Tourism and Commercial Recreation.[3]

Recreation Services

The main function of the recreation service group is to provide recreational activities in public, private and semi-private agencies. This group plans, organizes, conducts and evaluates program experiences in all settings including therapeutic agencies.

Recreation Resources

The recreation resource group includes planning, developing and maintaining natural and man-made resources in public, private, semi-private and commercial agencies.[3]

Tourism

The tourism group includes jobs related to travel for pleasure to activities for tourists. Within this group are five major components:

1. Attracting a market for tourism experiences.
2. Providing transportation to places of interest.
3. Providing attractions for tourist participation.
4. Housing, feeding, entertaining and serving tourists.
5. Informing people about attractions, services, facilities and transportation, then making specific arrangements for them.[4]

Commercial Recreation

Occupations in this group are primarily concerned with amusing, entertaining, diverting or informing people.[5]

Therapeutic recreation is rapidily growing as a separate entity within the Recreation Services aspect of the leisure family.

Therapeutic Services

The main function of the therapeutic service group is to provide recreational activities for individuals with special needs. This includes: emotionally disturbed, mentally retarded, physically handicapped, aged, prisoners, juvenile delinquents, economically deprived, alcoholic and drug addicts. This group plans, organizes, conducts and evaluates individuals and activities.

Leisure Service Careers

Typical Job Titles

1. Recreation Leadership Option:

Activity Leader	Program Supervisor
Program Leader	Activity Supervisor
Recreation Leader	Program Director
Group Leader	Social Director
	Activity Director

2. Resource Operation Option:

Center Director	Equipment Manager
Pool Director	Building and Grounds Supervisor
Camp Director	Park Resource Assistant
Pool Manager	Naturalist Assistant
Facility Attendant	Facility Supervisor
Area and Facility Director	

3. Commercial Tourist Services Option:

Manager, owner or attendant:

Campground	Swim facility
Sport Center	Rinks
Fish or Hunt Reserve	Ski Center
Stable	Theme Park
Golf Course	Tennis Facility
	Hotel, Motel, Resort, Social Director

4. Therapeutic Option:

Therapeutic Recreation Aide
Therapeutic Recreation Specialist
Activity Therapy Leader
Activity Therapist
Therapeutic Recreator

Leisure Service Careers

Typical Job Descriptions

1. Recreation Leadership Option:

   Plan, organize, instruct and evaluate leisure activities. Prepare activities. Prepare budgets, inventories, reports and evaluations. Prepare written and oral public relations. Supervise volunteers. Maintain and operate equipment, areas and facilities. (Agencies: Public, private and semi-private.)

2. Resource Operation Option:

   Plan, maintain, develop, operate and protect natural and man-made areas, facilities and equipment. Prepare budgets, inventories, reports and evaluations. Prepare written and oral public relations. (Agencies: Public, private and semi-private.)

3. Commercial Tourist Services Option:

   Plan, organize, instruct, inform and evaluate activities, areas, facilities and equipment for tourist participation. Prepare budgets, inventories, reports and evaluations. Prepare written and oral public relations. (Agencies: Commercial.)

4. Therapeutic Option:

   Plan, organize, instruct and evaluate leisure activities for special populations. Prepare budgets, inventories, reports and evaluations. Prepare written and oral public relations. Maintain and operate equipment areas and facilities. (Agencies: Public, private, semi-private.)

Leisure Career Ladder

Recreation Services

Those positions in public, private and semi-private agencies:

Level One - Less than high school diploma or high school diploma. Usually are part-time positions in public agencies: parks, community centers, playgrounds, armed services. Private agencies: camps, schools, churches. Semi-private: camps, volunteer leaders.

Level Two - Includes those jobs which require a minimum of a two-year degree from a junior or community college. Public agencies: parks, recreation departments, armed services, institutions. Private agencies: apartment complex, retirement village, institutions, industry, Semi-private: Y.M.C.A.'s, scouts.

Level Three - Includes those jobs which require a minimum of a four year degree. Usually are director, supervisor positions or specialized instructors. Public agencies: parks, recreation departments, institutions, schools, armed services. Private agencies: institutions, industry, schools, churches. Semi-private: Y.M.C.A.'s scouts, 4-H, Boys Clubs, Girls Clubs.

Recreation Resources

Those positions in public, private, semi-private, commercial agencies.

Level One - Less than high school or high school diploma. (Usually part-time.) Public agencies: state, community parks, forests, schools, institutions. Private agencies: camps, schools, institutions, churches. Semi-private: camps, centers. Commercial: rinks, camps, theme parks, stables.

Level Two - Includes those jobs which require a minimum of a two-year degree from a junior or community college. Public agencies: state, community, natural and man-made resources, schools, institutions. Private: schools, camps. Semi-private: camps, centers. Commercial: pools, rinks, golf courses, tennis facility, theme parks, camps.

Level Three - Includes those jobs which require a minimum of a four year degree. Usually are directors or supervisors. Public agencies: federal, state, community natural and man-made resources, school, institutions. Private: schools. Semi-private: Y.M.C.A.'s, Y.W.C.A.'s, Boys Clubs, Girls Clubs. Commercial: golf courses, tennis facility, owner of a commercial agency.

Tourism

Those positions in hotels, motels, resorts, travel industry, campgrounds and tourist attractions.

Level One - Those positions which require a high school diploma or less: ticket taker, usher, owner of a facility.

Level Two - Those positions which require a two-year degree from a junior or community college: tour guide, visitor guide, travel clerk, information clerk, facility attendant, travel agent, resort director.

Level Three - Those positions which require a four year degree: travel director, resort manager, travel consultant, booking agent, tour manager.

Commercial Recreation

Those positions of managing, owning or supervising golf courses, tennis facilities, country clubs, swimming pools, health clubs, sport centers, theme parks, camps, bowling alley.

Level One - Those positions which require a high school diploma or less. Ticket taker, desk man, ride operator, attendant usher, owner or manager of all except: tennis facility, pools, golf course, sport center.

Level Two - Those positions which require at least a two-year degree from a community or junior college: tennis facility manager, swimming pool manager, sport center or golf course manager.

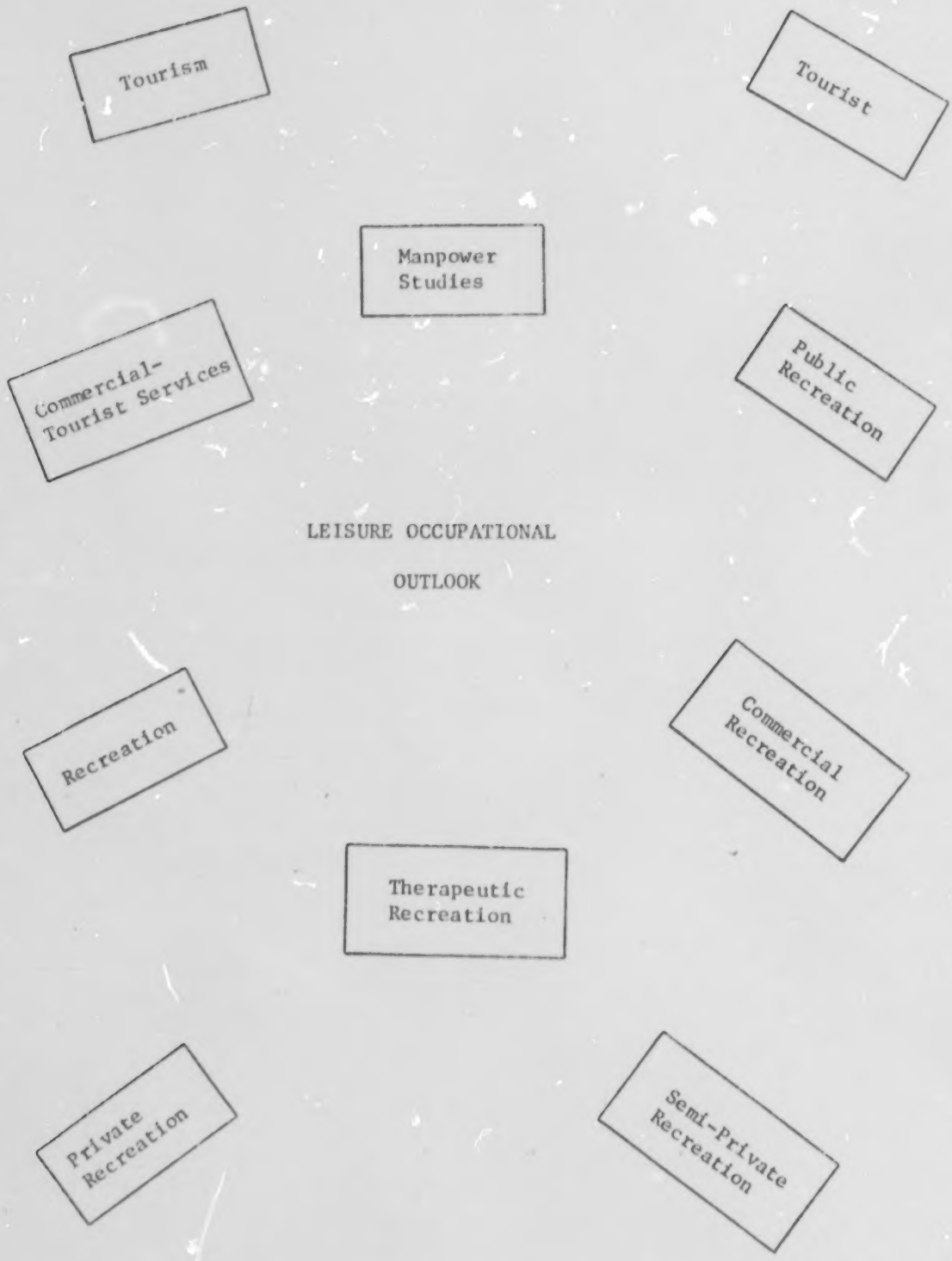
Level Three - Those positions which require at least a four year degree. None at this time, but will be required as the field develops.

Therapeutic Services

Level One - Less than high school diploma or high school diploma. Usually are volunteer positions in public agencies: parks, community centers, hospitals and other institutions. Private agencies: camps, schools, churches.

Level Two - Technician: includes those jobs which require a minimum of a two-year degree. Public agencies: parks, recreation departments, nursing facilities, homes for the aged.

Level Three - Recreation Worker: includes those jobs which require a minimum of a four year degree. Usually are supervisors or specialized instructors. Public agencies: state, schools, institutions.


Tourism
Tourist
Manpower Studies
Commercial-Tourist Services
Public Recreation
LEISURE OCCUPATIONAL OUTLOOK
Recreation
Commercial Recreation
Therapeutic Recreation
Private Recreation
Semi-Private Recreation

TOTAL PICTURE

Leisure, according to a publication from the stockbrokerage firm of Merrill, Lynch and others, is a $150 billion dollar industry. In a few years this figure should triple.[6] Serving an industry which annually exceeds $140 billion in expenditures, the leisure field provides professionally trained workers in over 60 different occupations.

Recent provisions of the Medicare and Medicaid bill require extended care facilities to have qualified recreators. With this provision specialized recreation leaders emerged, the Therapeutic Recreator. At all government levels, as well as private levels, massive facility and area improvement programs have been undertaken. Headquartered in Washington D.C., the National Park Service has a permanent staff of approximately 6,000 year around employees. More than 55,000 recreation workers were employed year around in 1972; nearly half were women. Government departments employed about one-half, primarily in local recreation departments. Many others worked for schools, commercial recreation establishments such as resorts and hotels, and semi-private organizations such as scouts.[7]

According to a manpower study conducted in 1967 for the National Recreation and Park Association, the 303 thousand full-time jobs in this field in 1967 will increase to 1.2 million by 1980. In addition, there will be three jobs available for every person with two or more years of formal preparation in the leisure field.

In projecting job out-look for 1970-80, Changing Times (June, 1972) reported jobs in the recreation field will increase by nearly 80 percent, an increase second only to the field of computer programming.

In 1974, the United States Department of Labor, Bureau of Labor Statistics projected a 63 percent increase in recreation positions from 1972-85 with an average of 5,500 openings annually.[8]

The following foundations sponsor projects and funds to provide employment in leisure activities: Shaggs Foundation, California; The Permanent Charity Fund, Boston, Massachusetts; The Chicago Community Trust, Chicago, Illinois; The Ewing Halsell Foundation, San Antonio, Texas; The Clark Winihale Foundation, Washington, D.C.

Little has been done to educate those providing recreation as a part of the tourist industry. After a carefree review of the literature, discussions with those in the Tourism Industry, and completing a study; Tourism A Leisure Service Career, the writer would like to present the components of Tourism, particularly those components of Tourism which should be included as a Leisure Service Career option.

COMPONENTS OF TOURISM

Tourism today is a 61 billion dollar a year industry, second only to grocery sales in the national retail market. Each year nearly 200 billion people travel as tourists. Currently it is estimated that in the western hemisphere the labor force directly involved with tourism could be occupying more than two million direct jobs. Tourism provides food, lodging, recreation and services to the traveling public.

The components of Tourism include lodging, food, transportation, recreation, and travel. These components are centered around the tourist, that is anyone who travels one hundred miles or more and stays less than three months.[9]

Websters Dictionary defines Tourism as, "the guiding or managing of tourists; the promotion or encouraging of touring; the accommodations of tourists."

Milne defines Tourism as, "the business of leisure travel and related supported activities."[10]

McIntosh says, "Tourism is the business which provides for the needs and wants of travelers."[10]

Bridges defines Tourism abstractly as, "Tourism is a purposeful human activity that serves as a link between people. It involves the temporary displacement of people to another region, country or continent."[9]

Peter say, "Tourism is a purposeful human activity that serves as a link between people within one same country or beyond the geographical limits of states. It involves the temporary displacement of people to another region, country or continent. For the country concerned, tourism is an industry whose products are consumed on the spot, forming invisible exports. The benefits occurring therefrom can be witnessed in the economic, cultural and social life of its community."[11]

COMPONENTS OF TOURISM INCLUDED IN

LEISURE SERVICE CAREER OPTION

Recreation may be regarded as an activity, experience or an emotional condition brought about in an individual as a result of engaging in leisure pursuits which give a feeling of self-satisfaction.

Commercial recreation differs only in that it is established as a private enterprise, for which the participant pays, and from which the purveyor makes a profit.

The leisure service-career option will concentrate on commercial recreation and how it relates to the tourist. The philosophy of tourism and tourist trends will be an important emphasis of this option. The following general competencies will be developed:

1. Plan, organize and evaluate recreational activities; areas and facilities for tourists in:

   a. campgrounds
   b. resorts-hotels
   c. tourist attractions

2. Plan, organize and evaluate:

   a. marines
   b. sport centers
   c. swimming facilities
   d. fish and hunting reserves
   e. recreational equipment marketing
   f. skating rinks
   g. bowling alleys
   h. ski centers
   i. theme parks
   j. stables

Tourists take part in activities which amuse, divert or inform. "The money tourists are spending on leisure time activities exceends the national-defense fund."[12]

Tourists buy commercial recreational services, equipment and instruction from sport stadiums, theaters, rinks, golf courses, bowling alleys, ski centers, dance schools, resorts, campgrounds, hotels, motels, sport centers, theme parks, swimming facilities, boat rental, fish and hunting reserves and stables. These are examples of commercial recreation which tourists travel to participate in. Robert Nathan noted that tourists are attracted in proportion to the desirability of the recreation services and activities available. He also clearly identified the impacts of tourism income. Money spent for recreation recirculates several times in the community. The long range effects provide a valuable stimulus to the economy.[13]

The Minnesota Outdoor Recreation Commission provided participation figures to measure the market for private enterprise in recreation. A comparison of participation in 1960 with projection for 1976 suggest a 100 percent increase in demand for recreation facilities and services that was demanded by tourists. The factors that stimulate this increased demand for recreation's growing population are: increased leisure, greater mobility and more expendable income budgeted for recreation.[14] This report determined the following reason tourists visited selected accommodations: swimming pools and the availability of motor boats.[14]

Opportunities for private capital to serve the recreation market include: boat launching, boat rental, ski areas, vacation farms, game and trout farms and riding stables.[14]

Between 1965 and 1972 there was more than a 100 percent increase in the number of participants in activities such as swimming, fishing, water skiing and canoeing. Wilderness camping increased more than 700 percent during the same period.[15]

The commercial sector has dominated outdoor recreation in America. Commercial recreation businesses range in size from small family-operated cabin resorts to the nationwide hotel chains. Dude ranches, hunting and fishing guides, private hunting reserves, campgrounds, shooting ranges, ski areas and golf courses are prime examples of full-time commercial recreation.[16]

The Recreation Vehicle Institute estimates there will be eight million recreation vehicles on the highways by 1978.[17]

Outdoor Resorts of America, Incorporated have developed recreation facilities as well as recreation programming under the leadership of recreation professionals.[17]

Any tourist area must have a great variety of associated business and services to offer travelers. Most tourists desire a variety of things to see and do; this is recreation.

The recreation industry depends largely on the human and natural resources of any area and the relative affluence of the society in which it exists.[18]

NATIONAL TOURIST RECREATION OCCUPATIONAL OUTLOOK

Discover America Travel Organizations, Incorporated indicates that (1) Tourism ranks among the top three income producers; (2) five percent of the nations retail business comes from the tourism market; (3) recent legislation has resulted in the formation of a National Tourism Resources Review Commission, a presidential commission.[19]

According to Reid (1970), tourism will receive increased attention in the years ahead. Two-year community colleges, vocational and technical institutes will compete vigorously and successfully to train a two-year graduate who will be imminently employable as an entry-level professional.

According to recent statistics, tourism is among the top three industries in 46 of our 50 states and provides employment for over four million Americans. Current estimates indicate that at least fifty government agencies are involved in over 100 tourism and tourism-related programs.[20]

Congress passed H.R. 5337 which authorizes appropriations for tourist travel promotions. The bill appropriations of $2.5 million for the next three fiscal years is for domestic travel promotion by the United States Travel Service.[3]

Campgrounds of tomorrow will employ many more. They will be mainly urban in nature and located adjacent to every metropolitan area in the country. These campgrounds will become more like motels and resorts with more recreational facilities and activities.[13] More areas will have the following, which in turn will provide more recreation jobs in the tourist area:

1. Resort-hotel
2. Condominiums
3. Primitive and wilderness campgrounds
4. Walk-in camps
5. Vacation farms

The Department of the Interior, Bureau of Outdoor Recreation ranked the following recreational activities as related to tourist interest: (The activities which will provide recreation employment will be underlined.)

1. Walking
2. Swimming
3. Driving
4. Playing games and sports
5. Bicycling
6. Sightseeing
7. Picnicking
8. Fishing
9. Attend sport events
10. Boating
11. Camping
12. Horseback riding

The recreational aspect of tourism has become so important that it is already beginning to be one of the characteristic elements of this age. Currently it is estimated that in the western hemisphere the labor force directly involved with tourism could be occupying more than two million direct jobs.

REGIONAL TOURIST RECREATION OCCUPATIONAL OUTLOOK

Illinois and North Central America generate some 28 percent of the nation's travel traffic. A United States travel service ranking of states by travel expenditures shows Illinois sixth, Michigan seventh, Ohio eighth and Minnesota ninth among the top ten states. According to the Michigan Department of Commerce, "tourism" is Michigan's second largest industry. Annual tourist spending is $2.17 billion. In Wisconsin the Department of Business Development reports, "tourism and recreation account for about 20 percent of all employment and around $3.25 billion in annual retail sales."[21]

According to the Illinois Department of Business and Economic Development, in 1974, tourist spending in Metropolitan Chicago alone was almost one billion dollars. From 1973 to 1974 travel expenditures in Illinois increased by 6.3 percent. Through the first three quarters of 1975, state park attendance increased by over four million visitors as compared with the same period in 1974. Chicago and the Lincoln Sites, two of the top ten tourist attractions in the country, plus superb geographic location, make Illinois a natural for rising levels of tourism expenditures.

The Office of Tourism Mass Communication program has been instrumental in creating and identifying attractions and destinations for Illinois. This office distributed literature, financed advertisements, participated in six travel shows, plus operated the Illinois Adventure Center, a public information office in Chicago. Wisconsin and Michigan have similar facilities.

In 1975, the Office of Tourism also gave grants to the Association of Illinois Rural Recreation Enterprises and the Illinois Motel, Hotel Association for the printing of accommodations guides to supplement tourist information available from the state. Studies conducted by the United States Travel Service show that most people touring Illinois live with 450 miles of the Illinois boundaries.[22]

Leisure Service Curriculum

The following section describes the philosophical structure, curriculum development process and courses encompassed in the leisure service curriculum. These elements are based on the recommendations of the committees and persons involved in the industry.

A competency is considered to be a general task which must be performed by the entry level employee. A task is any specific activity which the employee is expected to accomplish. Competencies and tasks were developed by employees of various leisure agencies. It was determined, as stated in the Introduction, that competencies be divided into:

Technical Skill Competencies: ability to perform activities that constitute logical and necessary steps in the performance of work by the worker.

Problem Solving Competencies: ability to recognize problems, assume responsibility, gather data, identify and analyze courses of action and implement decisions.

Human Relation Competencies: ability to cooperate with other persons.

Life Skills Competencies: ability to develop knowledge and attitudes which will enhance professional growth.

Employees in various leisure agencies were asked to identify particular skills and knowledges which they associated with their job, as well as rate the degree of importance of those skills and knowledges. The degree of importance was rated as: unimportant, slightly important, moderately important, very important, and essential aspects of the job they were performing.

From this information competencies based on the needs of entry level leisure career employees were put into tasks, that is a unit of work activity that constitutes a logical and necessary step in the performance of a work duty. 'Like tasks' were grouped into courses.

PRIMARY CORE COMPETENCIES
AFFECTIVE DOMAIN
PERFORMANCE OBJECTIVES
TECHNICAL SKILLS
OPTIONAL COMPETENCIES
PROBLEM SOLVING SKILLS
COMPETENCIES
HUMAN RELATIONS SKILLS
LIFE SKILLS
PSYCHOMOTOR DOMAIN
COGNITIVE DOMAIN
PERFORMANCE GUIDE
TASKS

Tasks can be evaluated if they are written as a performance objective, which is a precise, measurable term of a particular behavior to be exhibited by a learner under specified conditions. An evaluation which is measurable will describe exactly the level of competency which the student has when performing the task, this information may be revealed to potential employers.

Performance Guides are used to assist in sequencing instructional units which will better prepare the learner for task accomplishment.

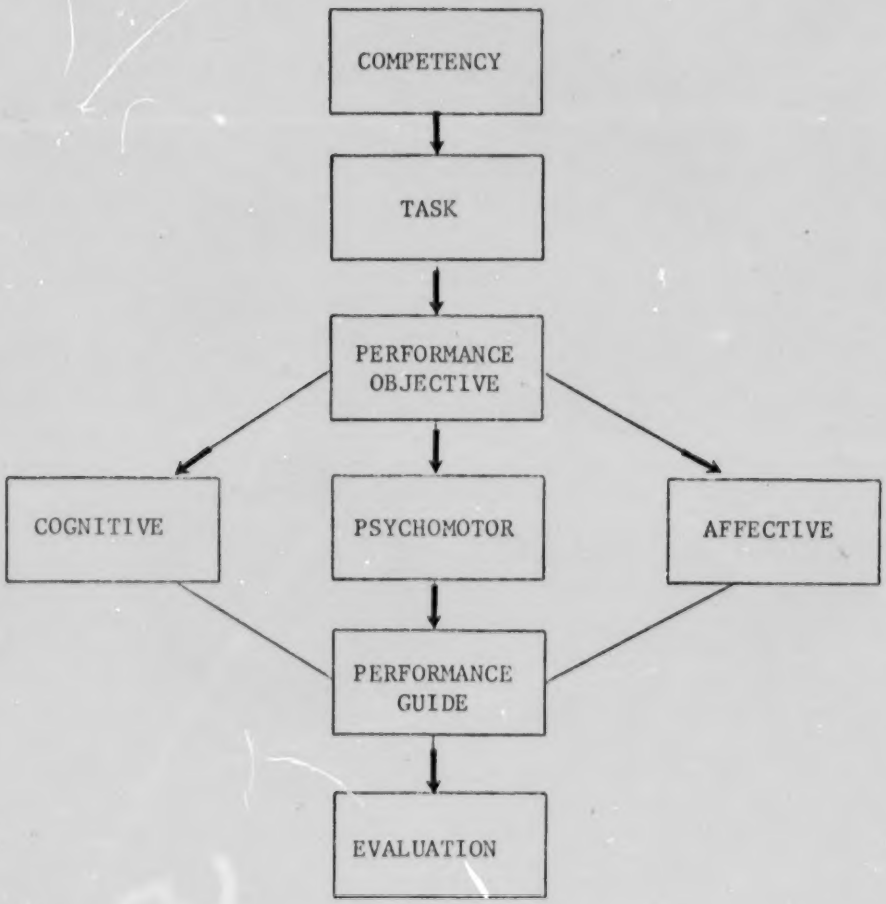
Each course consists of performance objectives from the Cognitive, Affective, and Psychomotor Domains.

COGNITIVE	AFFECTIVE	PSYCHOMOTOR
1. Knowledge	1. Receiving	1. Perception
2. Comprehension	2. Responding	2. Set
3. Application	3. Valuing	3. Guided Response
4. Analysis	4. Organizing	4. Mechanism
5. Synthesis	5. Characterization by a Value	5. Complex Overt Responses
6. Evaluation		

In the cognitive domain the beginning performance objectives measure knowledge, which involves recognition or recall of facts, ideas or words and Comprehension, which is the ability to put facts or ideas into one's own words. The performance objectives become more complex as a student gets further into his/her leisure career, such as application, which is the ability to use information in a new situation. Analysis, which is the ability to identify basic factors in a problem. During the field practicum experience the student's performance objectives are most concerned with synthesis, which is the process of organizing and relating facts into a meaningful situation and evaluation, which is the ability to determine the validity of a solution.

LEISURE SERVICE CORE

COMPETENCY MODEL



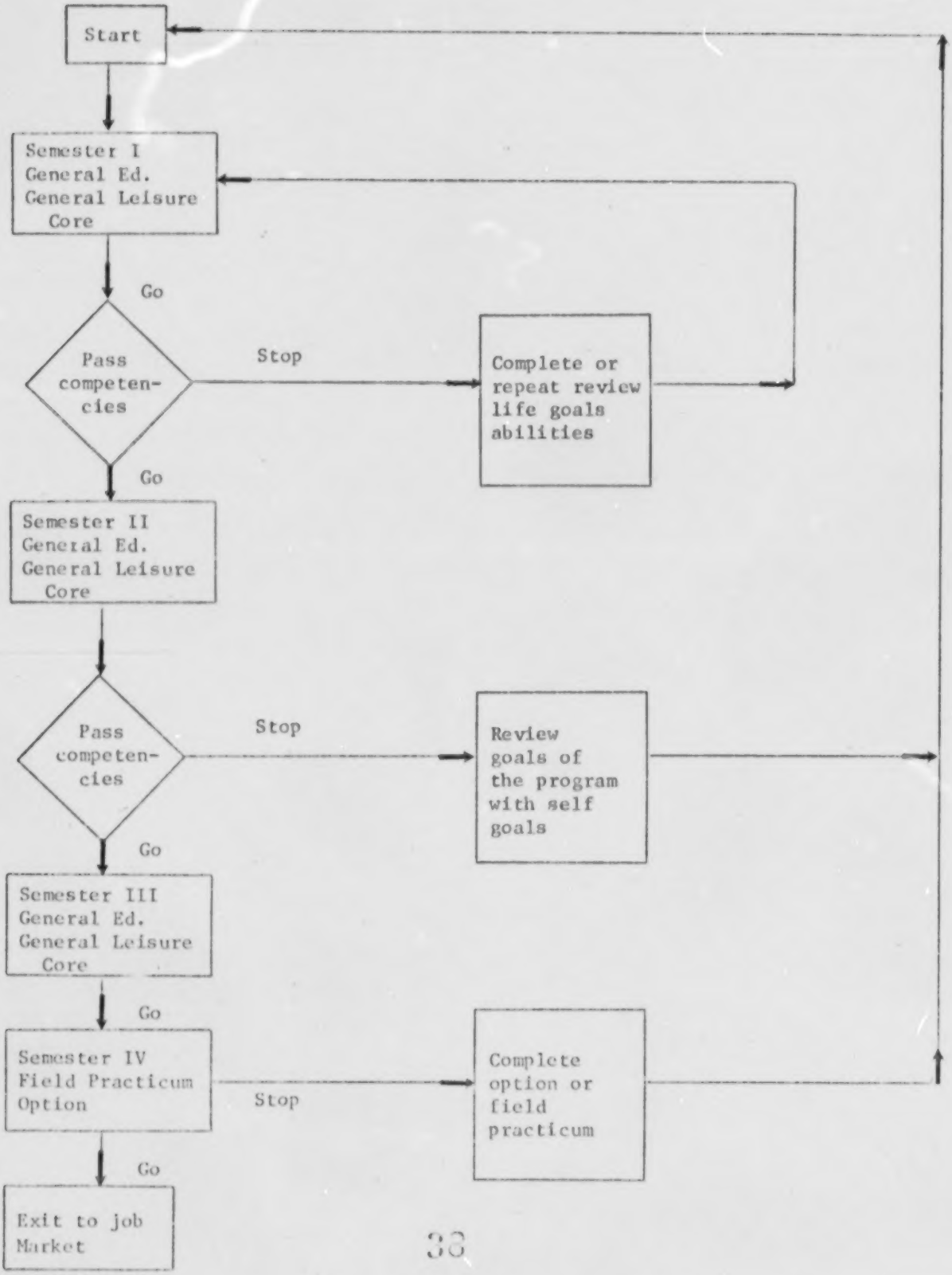
The performance objectives involved within the affective domain are: receiving, that is making the student aware of his/her actions, responding, which allows the student to be willing to make a simple response. As the student becomes more involved in his/her leisure career the performance objectives also become more complex; valuing, information has now become a belief or attitude. Organization, are values put into a relationship by the student. Characterization by a value, is a behavior in which a student will act in agreement with internalized values. This can be evaluated in the field practicum experience.

The beginning psychomotor objectives allow for perception, which enables a student to become aware by way of the sense organs, as well as become ready for a particular action. This is called set. Overt behavior under guidance enables Guided Responses to become objectives. Mechanism, a learned response that has become a habit, can be seen in later performance objectives. The field experience allows for complex overt response objectives or the performance of complex motor activities.

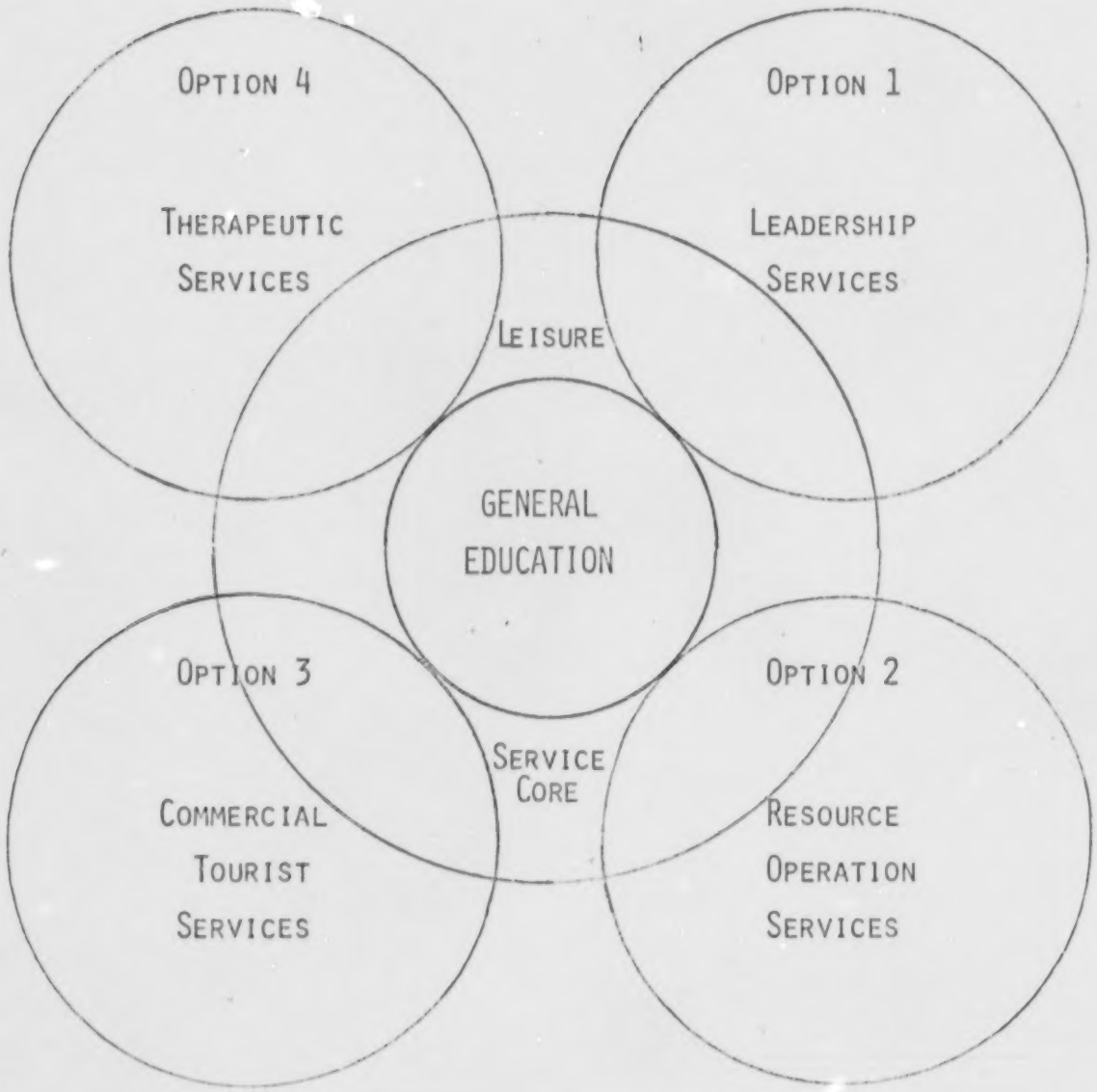
The total program is graphically described in the flow chart, Leisure Service Career Programs, which follows. Career decisions and program experiences are integrated into one process to assure competent and satisfied workers.

All of the competencies in the Leisure Service Core are based on the worker and were found to be common to all Leisure Careers. The Core and options are pictured in the Leisure Service Career Program Model which follows the flow chart. Use of a core makes the program more efficient and cost effective. This will also help to provide adequate resources for the specialized experiences needed in the options.

LEISURE SERVICE CAREER PROGRAMS



LEISURE SERVICE CAREER PROGRAMS MODEL



MARILYN J. TWINING

RECOMMENDED COURSES

General Education

Communications (written and oral)

Introduction to Psychology or Sociology

Human Growth and Development

Political Science or American Government

Social Science

Environmental Science or Natural Science

Business Math

Humanities

A knowledge of the above courses contributes to an awareness of the physical and social environments and their effect upon man and society, including the role and structure of social institutions, and the importance of social change and value structures, and the effect of the physical environment upon man and society.

Leisure Service Core

The following are courses in the Leisure Service Core which would be taken by all students:

1. Introduction to Leisure Services

   Description of Course: History, development, nature and significance of leisure services. Structure, purposes, functions and inter-relationships of private, public, semi-private and commercial agencies. Trends and career opportunities in Recreational Leadership, Resource Operation and Commercial Tourist Services.

2. Introduction to Recreational Activities

Description of Course: Developmental activities in the areas of: arts, crafts, music, dramatics, games, dance, outdoor recreation, literature, hobbies, voluntary activities, social and special events.

3. Physical Education Activities

Description of Course: Planning, organizing, conducting and evaluating games and movement skills.

4. Programming and Public Relations for Leisure Services

Description of Course: Planning, organizing, conducting, evaluating recreation experiences, support systems and public relations in private, public, semi-private, commercial-tourist agencies.

5. Operation and Maintenance of Leisure Resources and Facilities

Description of Course: Operation, maintenance, facility and site development, equipment acquisition and care, health and safety, public relations, business procedures, legal aspects and insurance.

6. Introduction to Therapeutic Recreation Services

Description of Course: History, development, nature and significance of therapeutic services. Structure, purposes, functions, and interrelationships of services for the mentally ill, mentally retarded, physically disabled, aged, socially deviant and dependent.

7. Leadership Techniques in Leisure Services

Description of Course: Leadership theories, styles, group dynamic skills, problem solving, interviewing, and staff development.

8. Professional Issues in Leisure Services

Description of Courses: Planned and supervised mini field practicum

experiences in students' optional area. Student presentations of comtemporary issues in the leisure field. Independent competency development in specific learning areas.

9. Introduction to Commercial Recreation

Description of Course: An examination of the historical development and growth of commercial recreation, emphasis will be placed on trends, major concepts, principles and practices.

10. Seminar

Description of Course: Critical issues and trends, sharing, evaluation and integration of field practicum.

Field Practicum

Description: Volunteer field work program extending for one semester, ten hours per week, total 150 hours.

Model Course Outline

The following section presents a model course outline for the Introduction to Leisure Services Course.

END COMPETENCIES EXPECTED:

1.0 TECHNICAL SKILLS:

1.1 COMPETENCY:

The employee will be able to use professional terms accurately.

TASK:

Prepare in writing, definitions of: leisure, recreation, leadership, disabled populations, man-made resources, natural resources, tourists, public, private, semi-private, and commercial agencies, theories of play, goals of recreation, tourism, tourist, values of recreation, therapeutic recreation, types of leaders, work, education.

(1) PERFORMANCE OBJECTIVE:

a. Given a Self Instruction booklet, complete definitions on the above terms.

b. Check your knowledge by passing a test on the booklet.

EVALUATION: 1 (Select one rating)

a.

	RATING
1. Passed definitions with 85% accuracy	6
2. Passed definitions with 75% accuracy	3
3. Did not pass definitions.	0
TOTAL	

b.

	RATING
1. Passed test with 85% accuracy.	6
2. Passed test with 75% accuracy.	3
3. Did not pass test.	0
TOTAL	

PERFORMANCE GUIDE:

1. Identify definitions through:
   a. Written resources
   b. Media presentations
   c. Lecture
   d. Discussions
2. Present booklet to Instructor
3. Pass test on the definitions

2.0 PROBLEM SOLVING SKILLS:

2.1 COMPETENCY:

The employee will be able to analyze the effect of supply and demand on the manpower market for various leisure occupations.

TASK:

Be able to analyze the effect of supply and demand on the manpower market for various leisure occupations.

(2) PERFORMANCE OBJECTIVE:

Given various research studies, determine the supply and demand in various leisure occupations. Analyze the effect of supply and demand through a matching evaluation.

EVALUATION: 2 (Select one rating)

Test		RATING
1. Passed test with 85% accuracy	6	
2. Passed test with 85% accuracy with assistance	3	
3. Cannot pass test with 85% accuracy	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Read leisure manpower studies.
2. Compare various studies to determine: supply and demand, trends in various leisure occupations.
3. Discuss leisure manpower studies.
4. Complete the matching evaluation.

2.2 COMPETENCY:

The employee will be able to determine which professional organizations will be beneficial to his/her leisure career choice.

TASK:

Determine which professional organizations will be to leisure career choice beneficial.

(3) PERFORMANCE OBJECTIVE:

a. Given descriptions of professional leisure career organizations, demonstrate professional interest in one professional organization through membership.

b. Present in writing personal benefits of organization joined.

EVALUATION: 3 (Select two ratings)

		RATING
1. Joined a professional organization	3	
2. Written benefits of professional organization joined	3	
	TOTAL	

PERFORMANCE GUIDE:

1. Read material on various organizations.
2. Discuss benefits of various organizations.
3. Pay membership in one organization.
4. Prepare in writing personal benefits of organization joined.

2.3 COMPETENCY:

The employee will be able to determine problems he/she will encounter in his/her leisure occupation.

TASK:

Determine problems in specific leisure occupations.

(4) PERFORMANCE OBJECTIVE:

Given an opportunity to discuss occupational problems with a panel of experts, determine realistic employment goals with your instructor.

EVALUATION: 4 (Select one rating)

		RATING
1. Can identify work and educational goals.	6	
2. Can identify work and educational goals and some assistance.	3	
3. Cannot identify work and educational goals at this time.	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Set future educational goals with instructor.
2. Set future work goals with instructor.

2.4 COMPETENCY:

The employee will be able to compare the goals and needs of various leisure agencies.

TASK:

Compare the goals and needs of various leisure agencies.

(5) PERFORMANCE OBJECTIVE:

Given the opportunity, write a report on One leisure agency. Include: type of agency, goals, organizational structure, financial information, leadership responsibilities, factors determining type of administrative authority, enabling laws.

EVALUATION: 5 (Select one rating)

		RATING
1. Excellent organization, quality, structure, punctuation, bibliography, neatness.	6	
2. Average to good organization, quality, quantity, structure, punctuation, bibliography, neatness.	3	
3. Unacceptable organization, quality, quantity, structure, punctuation, bibliography, neatness.	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Discuss and read:

   a. organization of municipal recreation
   b. factors determining administrative authority
   c. state enabling laws
   d. financing
   e. federal, state, local recreation
   f. semi-private agencies
   g. private agencies
   h. commercial tourist recreation
   i. technology
   j. resources
   k. prepare written report

3.0 HUMAN RELATIONS SKILLS:

3.1 COMPETENCY:

The employee will be able to discuss the issues and trends of leisure with peers, and administrators.

TASK:

Discuss the issues and trends of leisure with peers and administrators.

(6) PERFORMANCE OBJECTIVE:

Given an opportunity, discuss issues and trends in leisure agencies, with a panel of experts. Prepare four questions which can be presented to the panel for discussion.

EVALUATION: 6 (Rate 1 or 2)

		RATING
1. Attend panel discussion	6	
2. Prepare four questions which can be presented to the panel by the chairperson.	3	
	TOTAL	

PERFORMANCE GUIDE:

1. Read and discuss issues and trends.

2. Prepare four questions prior to panel discussion.

3.2 COMPETENCY:

The employee will be aware of job responsibilities within the agency organizations.

TASK:

Be aware of job responsibilities within leisure careers as well as various agencies.

(7) PERFORMANCE OBJECTIVE:

Given various resources and visitation sites, type a report on job responsibilities, education needed and opportunities in the leisure career of your choice.

EVALUATION: 7 (Select one rating)

		RATING
1. Excellent organization, quality, neatness.	6	
2. Average to good organization, quality, neatness.	3	
3. Unacceptable organization, quality, neatness.	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Select a site which will help you determine a career choice.
2. Arrange visitation at least two days prior to the visit.
3. Type the report in three parts: Job Responsibilities, Education Needed, Future Opportunities with Selected Agency.
4. Send a written thank you to the agency site.

4.0 LIFE SKILLS:

4.1 COMPETENCY:

The employee will be aware of professional growth opportunities.

TASK:

Be aware of professional growth opportunities.

(8) PERFORMANCE OBJECTIVE:

Given the opportunity, attend one professional conference or convention. Hand in a written critique on one meeting or session.

EVALUATION: 8 (Select one rating)

		RATING
1. Excellent grasp of topic, clarity of thought, originality.	6	
2. Average to good grasp of topics, clarity of thought, originality.	3	
3. Unacceptable grasp of topic, clarity of thought, originality.	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Background readings and discussions will be provided on the conference or convention.

2. Pay required fee to attend.

3. Critique should include: topic, speaker and title, what, where, how this idea is being used, your comments on the idea.

4.2 COMPETENCY:

The employee will be able to establish realistic personal occupational goals through professional development programs and orientations.

TASK:

Establish realistic personal occupational goals through professional development programs and orientations.

(9) PERFORMANCE OBJECTIVE:

Given the opportunity, visit one leisure agency and observe the responsibilities of one leader. Visit one therapeutic agency or one resource area or facility or one commercial tourist agency. Pass a written exam on leadership, resource operation, therapeutic services, and commercial tourist services.

EVALUATION: 9 (Select one rating)

		RATING
1. Passed test with 85% accuracy.	6	
2. Passed test with 75% accuracy.	3	
3. Cannot pass test.	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Observe one leader and discuss responsibilities.

2. Pass a test on leadership responsibilities resource operation, therapeutic services and coomercial tourist services.

4.3 COMPETENCY:

The employee will be able to discuss various historical events in the leisure movement.

TASK:

Be able to discuss the various historical events in the leisure movement.

(10) PERFORMANCE OBJECTIVE:

Given a choice of important historical events in the leisure movement, present a panel discussion on one important historical event in the leisure movement.

EVALUATION: 10 (Select one rating)

		RATING
1. Excellent quality, quantity.	6	
2. Average to good quality and quantity.	3	
3. Unacceptable quality and quantity.	0	
	TOTAL	

PERFORMANCE GUIDE:

1. Read the history of leisure and recreation.
2. Select important information about various periods in history.
3. Present information on one period in the leisure movement on a panel.

SUMMARY

Previous to this study the researcher felt Tourism was a Leisure Service Career. For this reason the author took the position:

Tourism - A Leisure Service Career. Upon the completion of this study she has changed her viewpoint and has taken the following position:

Commercial Tourist Services - A Leisure Service Career: Her point of view has been changed after a careful review of the literature, discussions with those in the Tourism Industry, and attending Tourism classes and conferences.

A Tourist is a traveler. This makes travel a form of recreation, if it is done primarily for pleasure. Recreation is one important component of Tourism, and yet what is being done to prepare employees in either the hospitality or leisure fields to plan and organize recreational services for tourists? Commercial recreation is, in fact, the number one type of recreation for tourists. What makes this so important is that people are traveling more to commercial recreational enterprises or places within the tourism industry where they expect recreational activities and facilities.

The author's proposal will fill a void, which has been endorsed by the Camping Association of Wisconsin; Moraine Valley Community College Advisory and Field Committees; Madison Vocational Technical School, Lloyd Matthes, Recreation Consultant; University of Illinois, Wayne Miller; Walter Chojnowski, Consultant, Board of Vocational, Technical and Adult Education, Wisconsin; Orv Nelson and Harold Halfin, Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout.

With this knowledge and encouragement the author will include Commercial-Tourist services as an option in the Leisure Service Career Program Model. The emphasis being on preparing employment for those interested in providing recreational activities, areas, facilities and equipment for tourists.

FOOTNOTES

FOOTNOTES

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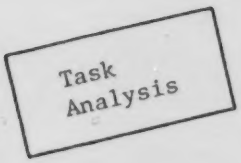
Task
Analysis

Advisory
Committee

APPENDIX

Field
Committee

Consultants

ADVISORY COMMITTEE

Bill Benfield
Travel Consultant

Jerry Clappsaddle
Director, Park District

Don Clayton
Professor, Leisure Services

Rick Coyne
Manager, Tennis Club

Virginia Gates
Y.M.C.A. Program Director

Charles Hoscheit
Director, Park District

Linda Korbus
Activity Director, Nursing Home

Elaine Potts
Director, Apartment Recreation

Howie Scheidt
Commercial Enterprise

Mary Lou Sheffer
Coordinator, Hotel-Motel Education

Beverly Thornburg
Chairperson, Recreation Education

Howard Thornburg
Social Director, Apartment Complex

FIELD COMMITTEE

Bradley Adden
Assoc. Program Director, Y.M.C.A.

Jean Akers
Supervisor, Conservation Operations

Dave Barry
Supt. of Recreation, Park District

Micki Binelli
Commercial Recreation

Kim Buckler
Travel Agent

Jim Crowl
Program Director, Y.M.C.A.

David Colmar
Director, Park District

Karlene DaRosa
Activity Therapist III

Clarence Davids, Sr.
President, Landscape Co.

Alan Fink
Director, Outreach, Y.M.C.A.

Joseph Froehlich
Manager, Childrens Farm

Paul Handley
Director, Special Services, U.S. Navy

Christine Hotchkin
Program Director, Community Center

Peter Justad
Sales Manager, Pools

Katheryn LaPlant
Advisor, Camping, Outdoor Education

Martha Leonard
Travel Consultant

Ron Lorenzo
Director, Park District

Paul Munsen
President, Travel Agency

Dan Newport
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William Palmer
Camp Manager

Tim Schroeder
Supt. of Recreation, Park District

Mary Kay Vrba
Supt. of Recreation, Park District

Elizabeth Zuidema
Aquatics Director, Park District

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Ken Dochus, Counselor

Dr. Alfred Hecht, Director of Research and Evaluation

Agita Hums, Speech

Helen Liedke, Guidance Advisor

Milton Neuman, Physical Education

Roberta Noonan, Coordinator, Child Care Program

Mike Pauritsch, Coordinator, Business Related Programs

Ray Pietryla, Physical Education

Mary Ellen Ponsford, Art, Humanities

Janice Potter, Coordinator, Exceptional Education Program

Jim Reyle, Geography, Natural Science

Harold Scheidt, Physical Education

Kay Schneegas, Physical Education

Rod Seaney, Asst. Dean of Leisure Careers

Phyllis Tinkle, Communications, Literature

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Kate Wulle, Communications, Humanities

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Tom O'Neill, Director, Wath Park District, Illinois

Mick Pope, Director, Elmhurst Park District, Illinois

Gene Richetts, Director, Posen Park District, Illinois

PAST STUDENTS

Donna Andrasco, Micki Binelli, Ann Daigan, Pat Frantz, Linda Hagg,

Bill Jacobsen, Rainy Mac Marma, Rick Secor

Leisure Service Occupations
Task Analysis

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1.0 Technical Skills					
1.1 The employee will be able to prepare inventories for areas and facilities.	1	2	3	4	5
1.2 The employee will be able to perform basic maintenance and operation skills for:					
Pools	1	2	3	4	5
Campgrounds	1	2	3	4	5
Gymnasium	1	2	3	4	5
Community building	1	2	3	4	5
Park	1	2	3	4	5
Ball fields	1	2	3	4	5
Golf course	1	2	3	4	5
Skating facility	1	2	3	4	5
Tennis facilities	1	2	3	4	5
Racquet ball facilities	1	2	3	4	5
Playground	1	2	3	4	5
Tot-lot	1	2	3	4	5
Resorts	1	2	3	4	5
Lodges	1	2	3	4	5

- over please -

		Degree of Importance				
		Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1.3	The employee will be able to operate and maintain office and audio-visual equipment.	1	2	3	4	5
1.4	The employee will be able to discuss:					
	Grants	1	2	3	4	5
	Insurance	1	2	3	4	5
	Franchising	1	2	3	4	5
	Leasing	1	2	3	4	5
1.5	The employee will be able to discuss:					
	Licenses	1	2	3	4	5
	Sanitary reulations	1	2	3	4	5
	Fire laws	1	2	3	4	5
	Safety laws	1	2	3	4	5
	Agency laws	1	2	3	4	5
	Boating laws	1	2	3	4	5
	Facilities	1	2	3	4	5
1.6	The employee will be able to establish and maintain a Facility and Grounds Safety Program	1	2	3	4	5
Problem Solving Skills						
2.1	The employee will be able to plan and organize areas and facilities in relation to agency goals.	1	2	3	4	5
2.2	The employee will be able to inventory existing conditions and make recommendations for further development. This should reflect transportation patterns, population profiles, facilities and socio-economic factors.	1	2	3	4	5

- please go on to the next page -

		Degree of Importance				
		Unimportant	Slightly Important	Moderately Important	Very Important	Essential
2.3	The employee will be able to delineate areas of activity, circulation pattern, building location and parking areas.	1	2	3	4	5
2.4	The employee will be able to study the effectiveness of selective facilities, pools, parks, camps, golf courses.	1	2	3	4	5
2.5	The employee will be able to analyze the requirements and limitations of the physical factors of the land in relation to government regulations.	1	2	3	4	5
3.0	Life Skills					
4.1	The employee will improve program planning, organization and evaluation through:					
	Observations	1	2	3	4	5
	Readings	1	2	3	4	5
	Classes	1	2	3	4	5
	Clinics	1	2	3	4	5
	Meetings	1	2	3	4	5
4.2	The employee will develop knowledge of federal, state and local government in relation to leisure programs.	1	2	3	4	5

Leisure Service Career Occupations
Task Analysis

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1.0 Technical Skills					
1.1 The employee will be able to present material using various audio-visual techniques.	1	2	3	4	5
1.2 The employee will be able to operate basic office equipment.	1	2	3	4	5
1.3 The employee will be able to display telephone etiquette.	1	2	3	4	5
1.4 The employee will be able to prepare a job application and personal resume.	1	2	3	4	5
1.5 The employee will be able to write management objectives for a specific leisure job.	1	2	3	4	5
1.6 The employee will be able to keep accurate records for:					
Registration	1	2	3	4	5
Attendence	1	2	3	4	5
Work Schedules	1	2	3	4	5
2.0 Problem Solving Skills					
2.1 The employee will be able to apply a problem solving model when making decisions.	1	2	3	4	5
2.2 The employee will be able to analyze the supply and demand for further leisure career education.	1	2	3	4	5

- over please -

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
3.0 Human Relations Skills					
3.1 The employee will be able to select, train and supervise volunteers.	1	2	3	4	5
3.2 The employee will be able to apply group dynamic techniques and process skills when working with groups.	1	2	3	4	5
3.3 The employee will be able to vary leadership styles when conducting various age levels and abilities.	1	2	3	4	5
3.4 The employee will be able to work within a formal or informal organizational style.	1	2	3	4	5
4.0 Life Skills					
4.1 The employee will contribute to the leisure profession by participating in:					
Professional Meetings	1	2	3	4	5
Professional Writings	1	2	3	4	5
4.2 The employee will be able to establish realistic occupational goals through staff development programs and orientation.	1	2	3	4	5
4.3 The employee will be able to gain employment through an interview.	1	2	3	4	5
4.4 The employee will be able to develop a leisure career philosophy.	1	2	3	4	5

Leisure Service Occupations
Task Analysis

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1.0 Technical Skills					
1.1 The employee will be able to write effective:					
Business Letters	1	2	3	4	5
Reports	1	2	3	4	5
News Releases	1	2	3	4	5
Memoranda	1	2	3	4	5
Evaluations	1	2	3	4	5
1.2 The employee will be able to prepare advertising and promotional media.	1	2	3	4	5
1.3 The employer will be able to operate and maintain audio-visual equipment.	1	2	3	4	5
1.4 The employee will be able to plan, organize, conduct and evaluate leisure surveys.	1	2	3	4	5
2.0 Problem Solving Skills					
2.1 The employer will be able to plan itineraries and schedules by referring to other pre-determined schedules.	1	2	3	4	5
2.2 The employee will be able to sell leisure services using a variety of motivational techniques.	1	2	3	4	5
2.3 The employee will be able to use the leisure counseling model to assist individuals and groups make leisure experience choices.	1	2	3	4	5

- over please -

	Degree of Importance				
	Unimportant	Slighty Important	Moderately Important	Very Important	Essential
2.4 The employee will be able to plan comprehensive programs which consider goals, principles, policies and procedures.	1	2	3	4	5
2.5 The employee will be able to plan, organize and conduct fund raising campaigns.	1	2	3	4	5
3.0 Human Relations Skills					
3.1 The employer will be able to assist self-directive groups to secure:					
Supplies	1	2	3	4	5
Equipment	1	2	3	4	5
Transportation	1	2	3	4	5
Entertainment	1	2	3	4	5
4.0 Life Skills					
4.1 The employee will be able to improve programs through attendance at:					
Classes	1	2	3	4	5
Clinics	1	2	3	4	5
Workshops	1	2	3	4	5

Leisure Service Career Occupations
Task Analysis

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1. Technical Skills					
1.1 The employee will be able to perform basic skills in the areas of:					
Arts and Crafts	1	2	3	4	5
Music	1	2	3	4	5
Dramatics	1	2	3	4	5
Dance	1	2	3	4	5
Sports and Games	1	2	3	4	5
Aquatics	1	2	3	4	5
Outdoor Skills	1	2	3	4	5
Hobbies	1	2	3	4	5
Voluntary Services	1	2	3	4	5
Literary	1	2	3	4	5
Social Events	1	2	3	4	5
Special Events	1	2	3	4	5
1.2 The employee will be able to lead and supervise basic skills in the areas of:					
Arts and Crafts	1	2	3	4	5
Music	1	2	3	4	5
Dramatics	1	2	3	4	5
Dance	1	2	3	4	5
Sports and Games	1	2	3	4	5

- over please -

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
Aquatics	1	2	3	4	5
Outdoor Skills	1	2	3	4	5
Hobbies	1	2	3	4	5
Voluntary Services	1	2	3	4	5
Literary	1	2	3	4	5
Social Events	1	2	3	4	5
Special Events	1	2	3	4	5
1.3 The employee will be able to write effective:					
Unit Plans	1	2	3	4	5
Lesson Plans	1	2	3	4	5
1.4 The employee will be able to:					
Prepare Inventories	1	2	3	4	5
Prepare Budgets	1	2	3	4	5
1.5 The employee will be able to prepare requisitions for:					
Equipment	1	2	3	4	5
Supplies	1	2	3	4	5
Facilities	1	2	3	4	5
1.6 The employee will be able to prepare purchase orders for:					
Equipment	1	2	3	4	5
Supplies	1	2	3	4	5
1.7 The employee will be able to schedule leisure experiences in various:					
Natural Resources	1	2	3	4	5
Man-Made Resources	1	2	3	4	5

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	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
2.0 Problem Solving Skills					
2.1 The employee will be able to synthesize ideas and information when adapting activities for various age levels	1	2	3	4	5
3.0 Human Relations Skills					
3.1 The employee will be able to work with a committee	1	2	3	4	5
4.0 Life Skills					
4.1 The employee will be able to develop excellence in five specialized areas of leadership:					
Arts and Crafts	1	2	3	4	5
Music	1	2	3	4	5
Dramatics	1	2	3	4	5
Dance	1	2	3	4	5
Sports and Games	1	2	3	4	5
Aquatics	1	2	3	4	5
Outdoor Skills	1	2	3	4	5
Hobbies	1	2	3	4	5
Voluntary Services	1	2	3	4	5
Literary	1	2	3	4	5
Social Events	1	2	3	4	5
Special Events	1	2	3	4	5

Leisure Service Career Occupations
Task Analysis

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1. Technical Skills					
1.1 The employee will be able to perform basic skills in the areas of:					
Arts and Crafts	1	2	3	4	5
Music	1	2	3	4	5
Dramatics	1	2	3	4	5
Dance	1	2	3	4	5
Sports and Games	1	2	3	4	5
Aquatics	1	2	3	4	5
Outdoor Skills	1	2	3	4	5
Hobbies	1	2	3	4	5
Voluntary Services	1	2	3	4	5
Literary	1	2	3	4	5
Social Events	1	2	3	4	5
Special Events	1	2	3	4	5
1.2 The employee will be able to prepare in writing definitions of:					
Leisure	1	2	3	4	5
Recreation	1	2	3	4	5
Leadership	1	2	3	4	5
Disabled Populations	1	2	3	4	5
Man Made Resources	1	2	3	4	5
Natural Resources	1	2	3	4	5
Tourist	1	2	3	4	5
Public, Semi-Private, Private Commercial Agencies	1	2	3	4	5
Theories of Play	1	2	3	4	5
Goals of Recreation	1	2	3	4	5

Please turn over

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
2.0 Problem Solving Skills					
2.1 The employee will be able to analyze the effect of supply and demand on the manpower market for various leisure occupations.	1	2	3	4	5
2.2 The employee will be able to determine which professional organizations will be beneficial to his leisure career choice.	1	2	3	4	5
2.3 The employee will be able to determine problems he will encounter in his leisure occupation.	1	2	3	4	5
2.4 The employee will be able to compare the goals and needs of various leisure agencies.	1	2	3	4	5
3.0 Human Relations Skills					
3.1 The employee will be able to discuss the issues and trends of leisure with peers, and administrators.	1	2	3	4	5
3.2 The employee will be aware of his job responsibilities within the agency organization.	1	2	3	4	5
4.0 Life Skills					
4.1 The employee will be aware of professional growth opportunities.	1	2	3	4	5
4.2 The employee will be able to establish realistic personal occupational goals through professional development programs and orientations.	1	2	3	4	5
4.3 The employee will be able to discuss the various historical events in the leisure movement.	1	2	3	4	5

Leisure Service Career Occupation
Task Analysis

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1. Technical Skills					
1.1 The employee will be able to perform basic skills in the areas of:					
Dance	1	2	3	4	5
Sports	1	2	3	4	5
Games	1	2	3	4	5
Outdoor Recreation	1	2	3	4	5
1.2 The employee will lead and supervise basic skills in the areas of:					
Dance	1	2	3	4	5
Sports	1	2	3	4	5
Games	1	2	3	4	5
Outdoor Recreation	1	2	3	4	5
1.3 The employee will be able to write effective:					
Accident Reports	1	2	3	4	5
Insurance Reports	1	2	3	4	5
Unit Plans	1	2	3	4	5
Lesson Plans	1	2	3	4	5
1.4 The employee will be able to prepare:					
Requisitions	1	2	3	4	5
Purchase Orders	1	2	3	4	5
Budgets	1	2	3	4	5
Inventories	1	2	3	4	5

- over please -

	Degree of Importance				
	Unimportant	Slightly Important	Moderately Important	Very Important	Essential
1.5 The employee will be able to schedule tournaments, sports days, picnics, athletic events, games, dances, camp experiences in natural environments	1	2	3	4	5
Man-Made Facilities	1	2	3	4	5
1.6 The employee will be able to prepare news releases for dances, sports, games and outdoor activities	1	2	3	4	5
1.7 The employee will be able to perform basic maintenance and operation skills for:					
Gymnasiums	1	2	3	4	5
Sports Fields	1	2	3	4	5
Campgrounds	1	2	3	4	5
2.0 Problem Solving Skills					
2.1 The employee will be able to determine the areas and facilities needed for:					
Dance Activities	1	2	3	4	5
Sport Activities	1	2	3	4	5
Indoor and Outdoor Games	1	2	3	4	5
Outdoor nature and camp activities	1	2	3	4	5
3.0 Human Relations Skills					
3.1 The employee will be able to adapt the following activities to the mental, emotional, social and physical abilities of various age levels including those with special needs:					
Dance Activities	1	2	3	4	5
Sport Activities	1	2	3	4	5

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May 27, 1977

Roland J. Krogstad
Research Consultant, WBVTAE
Hill Farms State Office Building
7th Floor
4802 Sheboygan Avenue
Madison, WI 53702

Dear Mr. Krogstad:

This letter is written to request an extension for project number 19-008-151-227 graduate student project D. This project is entitled "Determining Common Competencies in Leisure Occupations Requiring One and Two Year Post High School Training."

Marilyn Twining, who is conducting this research project had surgery recently and will have to delay some of the travel activities required in the project. Therefore, I am requesting an extension for this project through August 30, 1977. Since the total project budget is $1,079, I am requesting that this budget be extended through August 30. If you need to have a new VE-AS-14 for the period through August 30, please contact me.

No additional funds are requested. If you have any questions in regard to this request, please contact me.

Sincerely yours,

Orville Nelson
Co-Director/CVTAE

lm

cc: Sue Haugen
Joy Bergstrand
Ray Szymanski
Sue Ringenberg

DAVIDS LANDSCAPE AND MAINTENANCE TRAINING SCHOOL

CLARENCE DAVIDS SR. - Founder
12807 SOUTH HOMAN AVENUE
BLUE ISLAND, ILLINOIS 60406
388-6990 • 388-6991 • 388-6992

January 19, 1976

Dear Marilyn:

It has been a while since we sent you the literature you requested from Davids Landscape and Maintenance Training School. We wish to impress upon you that the Landscape Industry is a career worth considering!

The Landscape Industry faces shortages of manpower at all levels. From the highest levels of the profession, through the middle range of supervisory personnel, to the ranks of the unskilled laborer, good jobs for enthusiastic young men and women go begging.

With the new emphasis on ecology and the environment, the horticultural professional is the man in the spotlight in the '70's. The Industry is growing faster than it can replenish its own ranks through natural attrition.

What the Industry needs more than anything else are "on-the-job-trained" landscape construction and grounds maintenance employees. What the Industry needs are young men and women whom they can hire today and use tomorrow without costly time-consuming orientation programs.

The Davids Landscape and Maintenance Training School fills that need, because we know that what the Landscape Industry really needs is YOU.

The decision is yours. You can become that most wanted employee in the industry or that most knowledgeable employee if employed in the industry now and compensated for that knowledge through additional money in your salary.

We at Davids Landscape and Maintenance Training School are encouraging you to make that decision to further your career in the Landscape Industry.

SEVENTEEN ACRES OF BEAUTIFUL GROUNDS

SCHOOL LOCATION: 3800 WEST DIVISION, STONE PARK, ILLINOIS

PLOWS COUNCIL ON AGING

9526 COOK AVENUE-OAK LAWN, ILL. 60453 PH. 422-6722

May 21, 1976

MEMO TO: South Suburban Park and Recreation Professional Association

FROM: Annfrances Wohlberg, Program Director

SUBJECT: Exercise Program for the Elderly

I enjoyed speaking to your group on May 13th and thank you for the opportunity to discuss the PLOWS Council on Aging and the specific needs of Senior Citizens. Because of the interest expressed by a number of members concerning exercise programs for the elderly, I am taking the liberty of sending you some information that might be helpful in starting such a class.

The enclosed materials just include some basics; so please feel free to call me if you would like any additional information.

AW:rs

TAPPING OUR RESOURCE POTENTIAL

We're considering the role women play in the Hospitality-Recreation-Tourism (HRT) Industry.

Women from the industry who were interviewed feel that there were some <u>BARRIERS</u> to getting involved in the HRT industry including:

- Not enough time
- Hassles
- Jobs and roles more fixed resulting in less freedom of choice in this area
- Fear
- Added responsibility
- Someone still has to run this business in spite of the involvement

State any barriers you see regarding women's involvement in the HRT industry.

_____

_____

_____

_____

Women from the industry who were interviewed also felt that women had some things to <u>GAIN</u> by being involved in the HRT industry including:

- A voice
- Personal satisfaction
- New knowledge and experience
- More strength and visibility for the whole industry

STATE ANY GAINS YOU CAN SEE THAT WOULD RESULT FROM WOMEN BEING INVOLVED IN THE HRT INDUSTRY.

_____

_____

_____

_____

INTERVIEWEES ALSO FELT WOMEN HAVE MUCH TO OFFER INCLUDING:

CREATIVITY

KNOWLEDGE

EXPERIENCE

A NEW AND MORE COMPLETE PERSPECTIVE

EFFORT

WRITE DOWN WHAT YOU FEEL WOMEN IN THE HRT INDUSTRY CAN OFFER.

_____

_____

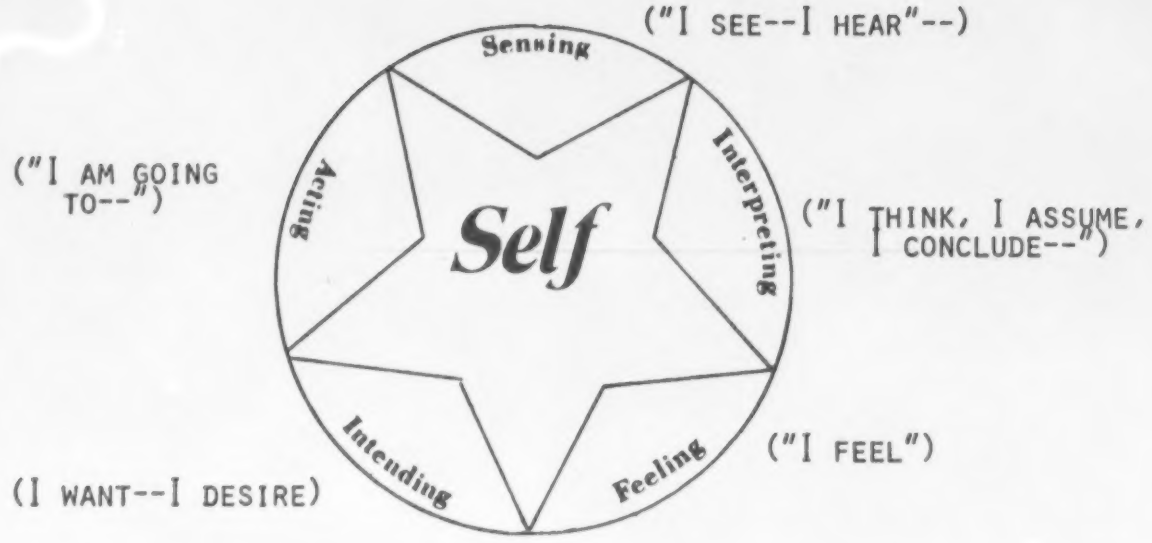
_____

_____

GETTING IN TOUCH WITH YOUR OWN SELF-INFORMATION

WE'D LIKE YOU TO GET IN TOUCH WITH YOUR OWN SELF-INFORMATION ABOUT YOUR ROLE IN A HRT BUSINESS OR IN THE INDUSTRY AS A WHOLE.

ON THE NEXT PAGE IS A MODEL OF THE AWARENESS WHEEL. IT ILLUSTRATES THE PARTS OF YOUR SELF-INFORMATION. BY WORKING THROUGH THE MODEL YOU CAN GET IN TOUCH WITH YOURSELF, AND THUS DEVELOP A MORE COMPLETE UNDERSTANDING OF YOUR POSITION.



THERE ARE FIVE KINDS OF SELF-INFORMATION ON YOUR AWARENESS WHEEL:

. . . SENDING - WHAT YOU SEE, HEAR, TOUCH, SMELL. THIS IS YOUR <u>REALITY</u>.

. . . INTERPRETING - WHAT YOU SEE, HEAR, ETC. THIS IS THE MEANING YOU GIVE TO WHAT YOUR SENSES TELL YOU. YOU INTERPRET WITH YOUR <u>HEAD</u>.

. . . FEELING - WHAT YOUR EMOTIONS ARE TELLING YOU. YOUR <u>BODY</u> TELLS YOU HOW YOU FEEL.

. . . INTENDING - WHAT YOU WANT. YOUR INTENTIONS COME FROM YOUR <u>GOALS</u> AND <u>VALUES</u>. SOMETIMES YOU HAVE CONFLICTING INTENTIONS. SOMETIMES YOU ARE IN TOUCH WITH ONLY PART OF WHAT YOU WANT. WE ALL TEND TO BE MORE IN TOUCH WITH THE PARTS OF OURSELVES WE LIKE.

. . . DOING - THIS IS THE BEHAVIOR YOU CHOOSE TO EXPRESS THE OTHER FOUR PARTS OF YOUR AWARENESS. YOU CAN EXPRESS INTENDED BEHAVIOR IN ACTION STATEMENTS SUCH AS "I AM GOING TO . . . . . "

IF YOUR OWN SELF-INFORMATION HAS TOLD YOU THAT YOU WANT A CHANGE OR YOU WANT TO SEE SOMETHING DONE, THEN RESOLVE RIGHT NOW TO DO SOMETHING..MAYBE...TALK TO A FRIEND ABOUT YOUR FEELINGS, DISCUSS BUSINESS ROLES WITH YOUR HUSBAND, ATTEND THE NEXT RECREATION ORGANIZATION MEETING IN YOUR AREA, WRITE TO YOUR LEGISLATOR.

PREPARED BY: SUE SADOWSKE
COMMUNICATIONS SPECIALIST
RECREATION RESOURCES CENTER

Voice of the People

Writers should be as concise as possible. Give full names and addresses. Manuscripts are not returned. Space is limited; the right to condense letters is reserved. Address letters to Voice of the People, THE TRIBUNE, Chicago, Ill., 60611.

The trade school series

CHICAGO—First, we at International Travel Training Courses, Inc., congratulate The Tribune Task Force for the series exposing unscrupulous operators of some trade and proprietary schools.

The unethical practices of certain schools make it difficult for the legitimate trade and proprietary schools to gain credibility with the public. This is unfortunate at a time when schools such as ours are making an enormous contribution in training people for specific trades.

If we have any criticism it is that you did not give any credit to the many legitimate, highly respected trade schools which train and place thousands of people in rewarding, worthwhile careers.

Many young people, disenchanted for one reason or another with college, are seeking an education where they can be trained in a concentrated period of time in those skills which have particular interest to them. Others have graduated with a liberal arts degree, have no particular skills to enable them to enter world of commerce, and turn to the trade or proprietary schools for special training.

Since trade schools are gaining more and more recognition, further controls are necessary, and this is currently being acted upon. In Illinois, the Illinois State Board of Education does a very fine job of investigating and supervising trade schools in this area. However, they do have a limited staff. This fall the Federal Trade Commission will hold hearings in Chicago on legislation pertaining to trade and proprietary schools. A congressional subcommittee is to begin hearings after September on a bill to modify and extend students' aid programs. Sen. Percy has also introduced a bill to establish criteria for federally assisted postsecondary education programs.

It is the purchasing public that can eliminate the disreputable operators in this field. We recommend that certain checks should be made by anyone seeking to enroll in a trade or proprietary school:

- Call or write the State Board of Education for its recommendations.
- Check carefully with the Better Business Bureau in your area as to the reputation of the school, the number of years in business, officers, facilities, etc.
- Make inquiries from associations or major industries in the field for which the school is training students.
- Insist upon auditing a class in session so that you have the opportunity of seeing the facilities and meeting the teachers and the students who are currently enrolled.
- Request a list of companies which employ the graduates of the school and contact some of these companies.

We would also suspect any school which finds it necessary to engage high pressure salesmen for student recruitment.

Evelyn Echols
President, International Travel Training Courses, Inc.

Pie-in-the-sky schools

Dr. Joseph M. Cronin, state superintendent of education, does not waste time. On the day The Tribune wound up its Task Force series detailing wholesale abuses in Illinois' correspondence and trade school industry, Dr. Cronin proposed a series of major changes in state rules to stop the abuses, and took steps on his own to tighten up supervision of the industry.

Actions like this are badly needed. As the three-month investigation by our Task Force reporters showed, thousands of Illinoisans who enroll each year in trade or correspondence courses—thinking they're investing in education and a new career—are paying for nothing but frustration. Besides the many reputable schools that do offer useful training, there are great numbers of "schlock" schools that use false promises to sell poor instruction by incompetents using obsolete equipment. And few customers are in a position to tell them apart.

Dr. Cronin, interviewed Thursday at a meeting of the state board of education, said he will push for tighter regulation of the 250 Illinois-based schools, taking in their sales tactics, their methods of screening students, and the quality of instruction they give. Beyond that, said Dr. Cronin, he will seek legislation requiring schools to refund tuition on a pro-rata basis to students who drop out [so students do not find themselves compelled to go on paying for lessons that have proved worthless]; to disclose fully the schools' record of success in job placement; and to screen the backgrounds of salespersons, so that they will at least know something about the courses they sell.

These changes would help to remedy some of the grosser abuses turned up by our investigators. Tighter rules on licensing and sales practices, for instance, might keep such outfits as Universal Training Service from trading wholesale in disillusionment.

Universal, a Miami-based concern, operates in Illinois without a license, having lost it last year for failing to place the required surety bonds. It operates largely by misinforming young people about job opportunities; for instance, its pitchmen sell a $995 course of training for airline ground hostess by concealing the fact that major airlines have their own training programs, and anyone hired from a correspondence school would still have to undergo them.

The state can't do much, however, about one area crying for improvement. That is the federal agencies—the Veterans Administration and the Federally Insured Student Loan Program [FISL]—which spend some $500 million of taxpayers' money each year to support home study programs they can neither investigate nor control. According to a study by the General Accounting Office, 75 per cent of all veterans enrolled in correspondence courses fail to complete them; they pay more than $24 million a year to schools for uncompleted lessons. With Uncle Sam guaranteeing 90 per cent of the bill, it is clear the taxpayers are being exploited along with the students. A crackdown on the federal level is past due.

We hope the reforms outlined by Dr. Cronin are carried out by the legislature and the state board of education [which seems eager to do it]. Meantime, we refer prospective students to the letter from Evelyn Echols in the Voice of the People column today. Checking out a school beforehand in the way she suggests could save a heavy expenditure in money and hope.

OFFICIAL PUBLICATION OF THE
AMERICAN SOCIETY
OF TRAVEL AGENTS, INC

ASTA
TRAVEL NEWS

HOW TO TRAIN NEW TRAVEL COUNSELORS

BY LAWRENCE J. FROMMER, CTC

SUDDENLY THERE ARE TOO MANY generals and too few soldiers. Travel agency employees are shunning the trenches and aspiring feverishly toward posts of command. The mushrooming of new agencies has produced a large supply of new management jobs. To satisfy ATC appointment requirements neophyte owners are panting for people with two years' experience, and we are witnessing the proliferation of "instant managers."

What's more, there has never before been a time in the history of the industry when so many travel agency employees took the plunge and opened their own shops, further decimating the front line ranks. Within the past 18 months, in the Washington area, six agencies were opened by former staffers of existing offices. In each case at least one additional employee of the established office accompanied the new owner.

Just as Greyhound suggests that travelers "leave the driving to us," so an increasing number of travel agencies are leaving the training of fledglings to reliable schools. A notable example of this trend is the success of the International Travel Training Courses in Chicago and Washington, the only schools approved by ASTA.

Washington and Chicago area agents are tapping the resources of International Travel Training Courses with increased frequency. The Washington location, which offers a 40-session curriculum covering every facet of travel agency function, taught by a staff of industry veterans, has in the past two years placed 74 percent of its graduates, largely with travel agencies. Of greater significance is the fact that these trainees have stuck: of the 108 placements only five percent have left the industry. During the same period the Chicago division graduated 251 students and placed 194 of them, with a very low ratio of defection or termination.

Among the reasons for the success of institutions like International Travel Training Courses is their rigid entrance requirements. For every student accepted there is one rejected because of an apparent lack of aptitude. A college background or previous business or travel experience is required and personal interviews are mandatory. If a student fails a segment of the course he must take it again. The courses are expensive so few "fly-by-nights" enroll.

Illinois

An Economic Profile of Tourism

Illinois Department of Business and Economic Development, Office of Tourism 1975

Economic Impact of Travel

The Office of Tourism of the Department of Business and Economic Development was established to promote tourism to and within Illinois, and in so doing, increase the income of travel-related businesses.

With total revenues of 1.2 billion dollars in 1974, tourism is big business in Illinois. Tourism enhances both the public and private sectors of the state's economy: 65,000 people are employed in travel-related businesses with an annual payroll of 444 million dollars. In 1974, approximately 14.6 million dollars found its way into the state treasury in the form of Hotel/Motel Tax alone. In addition, Illinois realizes tax revenues from property, sales and income of travel-related businesses.

Top 10 States by Travel Expenditures

Rank	State	Travel Expenditures (Millions) *
1	California	$4,094.8
2	Florida	3,382.7
3	New York	2,249.8
4	Texas	1,989.9
5	Pennsylvania	1,423.3
6	Illinois	1,384.5
7	Michigan	1,378.4
8	Ohio	1,118.5
9	Minnesota	975.5
10	Massachusetts	956.9

SOURCE: *U.S. Travel Service Data Center

State Hotel/Motel Tax Revenues

Year	Amount
1971	$10,769,122.06
1972	11,884,053.84
1973	13,105,626.57
1974	14,622,123.68
1975	17,000,000.00 (est.)

Tourism is Growing

Tourism today is a 61 billion dollar a year industry, second only to grocery sales in the national retail market. By 1980, the National Tourism Resources Review Commission, appointed by the President, predicts that tourism expenditures in the United States will reach 127 billion dollars. The City of Chicago and The Lincoln Sites, two of the top ten tourist attractions in the country, plus superb geographic location, make Illinois a natural for rising levels of tourism expenditures and increased state tax revenues derived from such expenditures.

Total 1974 travel expenditures in Illinois increased 6.3% over the previous year. Office of Tourism studies show a 9% increase in the number of Chicagoans visiting downstate Illinois in 1974. Of all hotels and motels polled statewide, 48% showed business increases in 1974 over 1973, with 34% reporting no change. Among campground owners throughout Illinois, 55% reported business increases and 28% said business remained the same as 1973. Through the first three quarters of 1975, State Park attendance has increased by over four million visitors as compared to the same quarter statistics from 1974.

State Programs Affect Tourism

The Office of Tourism's Mass Communication program was instrumental in creating an identity for Illinois destinations and attractions and in encouraging the public to travel to and within the state in 1974. To acquaint the public with Illinois travel opportunities, the Office of Tourism produced and distributed literature; financed advertisements in print and electronic media; participated in six travel shows in four states; plus, operated the Illinois Adventure Center, a public information office in downtown Chicago, opened in 1973 to compete with similar facilities operated by Michigan and Wisconsin. In addition, Office of Tourism counselors manned three interstate highway information rest areas during the peak summer travel season.

In Fiscal '75, the Office of Tourism gave grants to the Association of Illinois Rural Recreation Enterprises and the Illinois Hotel/Motel Association

for printing of accommodations guides to supplement tourist information available from the state. An additional grant was awarded to the Lincoln Heritage Trail Foundation for production of a travel film, "Lincoln: His Land and His People." The film was awarded Best Travel Film of the Year by the Discover America Travel Organization and has been seen by over 1.5 million people in the last year.

State Matching Fund Program

In accordance with the Illinois Promotion Act of 1963, the Office of Tourism is authorized to make grants to "counties, municipalities and local promotion groups" for valid tourism promotion projects.

The purpose of the matching grant program, in its twelfth and most successful year, is to give Illinois' five travel councils and the regional promotional groups that comprise them a boost in promoting tourism to each of their geographical areas. Volunteer representatives from travel-related businesses or representatives selected from each county by their respective county board of supervisors make up the regional councils. Local monies used to match state funds are raised in varying ways, including donations from county boards or municipalities, marketing of art prints, sketches and momentos, benefit concerts, etc.

1974 Tourism Council Projects

Regional Councils	Accomplishments	State Matching Funds
Northern Illinois	450,000 Regional Brochures 1 Travel Writers Tour 6 Travel Shows	23,930.96
Western Illinois	100,000 Regional Brochures Radio Advertising 4 Travel Shows	21,056.62
Central Illinois	100,000 Regional Brochures Newspaper Advertising Radio Advertising 2 Travel Writers Tours 3 Travel Shows	23,422.05
Southern Illinois	445,000 Regional Brochures Public Service Radio and T.V. 400 Brochure Racks 500,000 Place Mats Newspaper Advertising Slide Show	24,605.36
Metro-Chicago	305,000 Regional Brochures Travelaid Directory Advertising DATO Travel Showcase	63,958.00

Regional Tourism Councils and their statewide organization, the Tourism Officers Council, aid in strengthening the tourism industry through the execution of promotional projects such as advertising, brochure development and production, travel show participation and sponsorship of special events which augment the State's mass communication program.

Regional efforts have been an essential ingredient to the overall increase realized by the Illinois travel industry in 1974. Regions have also been essential to the origin and ongoing development of a strong statewide organization supportive of the state's travel industry and of the Office of Tourism.

The Traveling Public

Competition for travelers has become intense among states as each tries to capture a larger percentage of the market. Studies conducted by the United States Travel Service show that most of those touring Illinois live within 450 miles of Illinois' boundaries and are in the middle to upper-middle income bracket.

The automobile is the main carrier of Illinois travelers. Some 66% of the tourists visiting Illinois travel by auto, with an average trip length of two days. Illinois and North Central America generate some 28% of the nation's travel traffic, and out of state travelers generate more than 13 billion passenger miles of traffic during their tours in and through Illinois.

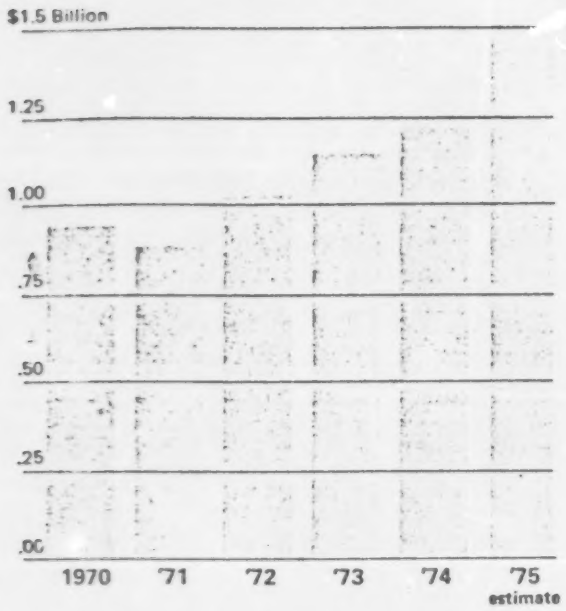
A Look to the Future

The promotional activities the Office of Tourism partakes in are limited by the types of attractions available to the public. It seems reasonable that long-term growth of tourism depends largely on the type and number of attractions within Illinois. We hope to increase the number of attractions with a sound program of tourism development.

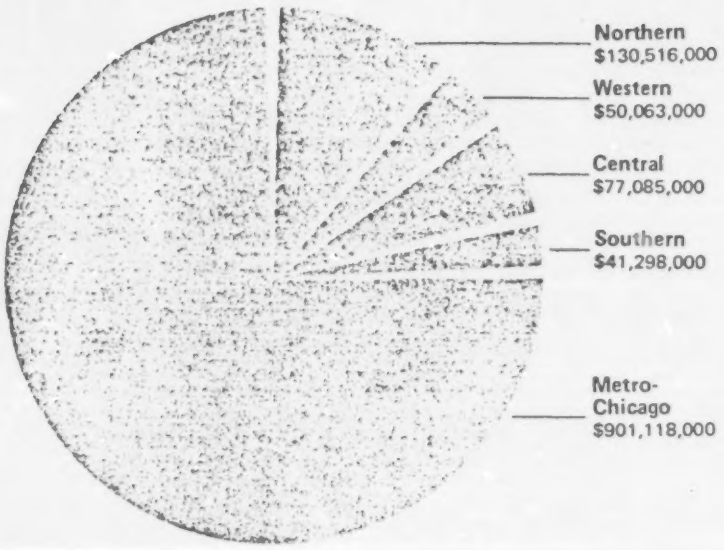
Another key to increasing the scope of tourism in Illinois is the formulation of package tours. Package tours can increase promotional expenditures by the private sector of the State economy, can increase the number of tourists coming into Illinois, and can serve as a stimulant to the creation of new tourist businesses.

The objectives of tourism development can simply be stated as the attracting of tourism industries to construct and operate facilities within Illinois and the developing of package tours by private tour brokers. In both instances the Office of Tourism will act as a catalyst for private development of such projects.

Dollars Expended by Tourists

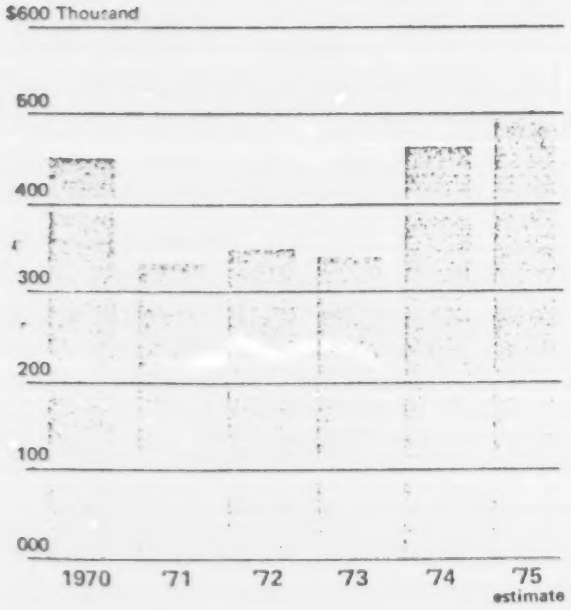


Total Tourist Dollars Spent in Illinois
(Calendar Year)

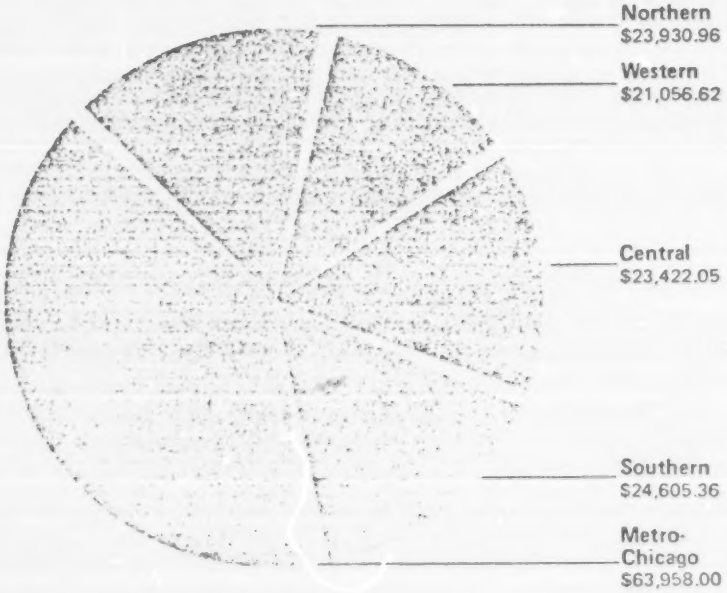


1974 Tourist Dollars Spent in Illinois per Region

State Budget for Tourism



Total State Office of Tourism Expenditures
(Fiscal Year)



1974-75 State Matching Fund Expenditures per Region

Estimated Tourist Expenditures in Illinois, by Region and County
(thousands of dollars)

	1973	1974	Percent Change
NORTHERN ILLINOIS	118,556	130,516	10.1%
DuPage	33,066	44,343	34.1
Grundy	*	954	*
Kane	18,729	19,592	4.6
Kankakee	3,757	3,456	– 8.0
Kendall	*	113	*
Lake	19,927	19,780	– 0.7
McHenry	1,425	1,451	1.8
Will	11,992	10,731	–10.5
Boone	*	123	*
Carroll	203	118	–41.9
DeKalb	2,604	2,716	4.3
JoDaviess	1,062	1,353	27.4
LaSalle	3,767	4,027	6.9
Lee	*	252	*
Ogle	824	947	14.9
Stephenson	835	912	9.2
Whiteside	779	1,153	48.0
Winnebago	18,546	18,495	– 0.3
WESTERN ILLINOIS	47,681	50,063	5.0
Adams	5,580	5,720	2.5
Brown	140	127	– 9.3
Hancock	227	243	7.0
Henderson	*	*	*
Henry	1,116	1,202	7.7
McDonough	3,422	2,643	– 22.8
Mercer	*	*	*
Pike	216	315	45.8
Rock Island	11,092	11,963	7.9
Schuyler	*	*	*
Warren	340	377	10.9
Bureau	1,030	1,308	27.0
Fulton	306	313	2.3
Knox	5,078	5,655	11.4
Marshall	*	*	*
Peoria	13,578	14,313	5.4
Putnam	*	*	*
Stark	*	*	*
Tazewell	5,054	5,475	8.3
Woodford	173	*	*
CENTRAL ILLINOIS	74,144	77,085	4.0
Champaign	20,556	19,305	– 6.1
DeWitt	306	359	17.3
Ford	*	114	*
Iroquois	391	438	12.0
Livingston	641	1,731	170.0
Macon	7,160	6,733	– 6.0
McLean	9,303	9,037	– 2.9
Piatt	*	178	*
Vermillion	4,320	3,989	– 7.7
Cass	114	48	–57.9
Christian	337	380	12.8
Green	*	*	*
Logan	1,087	1,934	77.9
STATE TOTALS	1,128,861	1,200,080	6.3

	1973	1974	Percent Change
CENTRAL (cont.)			
Macoupin	416	366	–12.0%
Mason	220	185	–15.9
Menard	*	150	*
Montgomery	823	752	– 8.6
Morgan	2,313	2,393	3.5
Sangamon	20,572	24,129	17.3
Scott	*	*	*
Clark	691	588	–14.9
Coles	2,771	2,827	2.0
Crawford	653	308	–52.8
Cumberland	*	*	*
Douglas	335	445	32.8
Edgar	223	218	– 2.2
Moultrie	137	134	– 2.2
Shelby	*	*	*
SOUTHERN ILLINOIS	43,859	41,298	– 5.8
Clay	239	208	–13.0
Edwards	*	*	*
Effingham	4,126	3,494	–15.3
Jasper	*	*	*
Lawrence	126	176	39.7
Richland	664	723	8.9
Wabash	182	215	18.1
Wayne	214	195	– 8.9
Bond	385	352	– 8.6
Calhoun	*	*	*
Clinton	398	622	56.3
Fayette	819	1,348	64.6
Jersey	313	53	–83.1
Madison	11,980	11,322	– 5.5
Marion	1,880	2,088	11.1
Monroe	*	*	*
St. Clair	7,767	6,570	–15.4
Washington	117	106	– 9.4
Alexander	464	565	21.8
Franklin	857	824	– 3.9
Gallatin	*	*	*
Hamilton	*	*	*
Hardin	*	*	*
Jackson	4,484	3,770	–15.9
Jefferson	2,495	2,455	– 1.6
Johnson	*	*	*
Massac	187	107	–42.8
Perry	404	228	–43.6
Pope	*	*	*
Pulaski	*	*	*
Randolph	317	252	–20.5
Saline	310	674	117.4
Union	512	*	*
White	194	197	1.5
Williamson	4,105	4,096	– 0.2
METRO–CHICAGO			
Cook Outside Chicago	259,843	265,022	2.0
City of Chicago	584,778	636,096	8.8

* = Base information not available.

Data provided by: United States Travel Service; United States Department of Commerce; Illinois Department of Business and Economic Development, Office of Research.

ILLINOIS

Printed by authority of the State of Illinois 11/75-500
Prepared and distributed by the Office of Tourism, Department of Business and Economic Development
222 South College Street, Springfield, Illinois 62706 217/782-7500

LEISURE SERVICE CAREER OCCUPATIONS TASK ANALYSIS

LEISURE SERVICE CAREER OCCUPATIONS ARE THOSE OCCUPATIONS CONCERNED WITH PLANNING, ORGANIZING, INSTRUCTING, DEVELOPING AND PROTECTING LEISURE ACTIVITIES AND RESOURCES.

DEFINITION OF FUNCTIONS:

The following are technical, problem solving, human relations and life functions and tasks which an ENTRY LEVEL EMPLOYEE in a leisure Occupation will perform. An Entry Level Employee will have completed an Applied Science degree at a Junior or Community College, Vocational or Technical School.

Please read the functions and tasks which could BEST be developed in the following course_____

_____

Respond with a circle around the number which best indicates your feelings about the importance of each function and task expected of an ENTRY LEVEL EMPLOYEE IN A LEISURE OCCUPATION.